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ABSTRACT

This volume contains abstracts of the 239 papers given at the Third International Congress of Applied Linguistics. The volume contains a topical and author index arranged alphabetically. Topics include applied linguistics, quantitative linguistics, contrastive linguistics, application of grammar models, the syntax of spoken language, applied phonetics, language for special purposes, lexicography (including terminology), translation, curriculum research, tests and testing, language teaching strategy, criteria for the choice of texts in language teaching, programed instruction (including self-instructional material), instructional media, modern language teaching for adults, teacher training, psycholinguistics, child language, bilingualism, sociolinguistics, communication theory and language teaching, language instruction for the handicapped, and language planning. (RL)

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(AILA)

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CONGRESS ABSTRACTS

FL 003 427

ERHVERVSØKONOMISK FORLAG S/i
COPENHAGEN

This volume contains abstracts of the 239 papers that are being given at the Third International AILA Congress to be held in Copenhagen August 21 - 26, 1972.

The volume contains two indexes: an index of topics and an index of authors arranged alphabetically.

Please note that numbers both in the two indexes at the back and in the Final Programme refer to the pagination of this volume.

The Congress Organizers have had it in mind that participants, when planning their individual Congress programmes, should be able to use the Volume of Abstracts parallel with the Final Programme which is to contain a detailed time-table, and which will be sent out in the first half of July.

The Congress Organizers reserve the right to make any alterations that may be necessary.

Jacques Qvistgaard

Helge Schwarz

Henning Spang-Hanssen

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PRESUPPOSITION AND THE THEORY OF TRANSLATION

It is claimed that the concept of presupposition has to obtain its proper place in the theory of translation. The motivation for this claim is:

(1) presupposition is responsible for textuall well-formedness
(2) consequently, a translation of the surface sentence structure may yield wrong or imprecise textual connexion thereby leading to ambiguities, not present in the original, or erasing ambiguities, which may be equally unsatisfactory

Reference is made to the Strawsonian concept of presupposition. It is held that presupposition is a function of at least the grammatical function of a lexical item, its idiosyncrasies, its position within a semantic, structured field (hyponymy, homonymy, hyperonymy), and its position within a "scale of the strength of expectancy".

Practical examples:
(1) English BEFORE vs. German BEVOR
(2) some English and German quantifiers

ad (1): we discuss:
English BEFORE + its presuppositions
German BEVOR$_1$ [temporal] vs. BEVOR$_2$ [suppletive] + its presuppositions

in sentences of the type BEFORE/BEVOR(S_A,S_P) where BEFORE/BEVOR is a predicate over two propositions, S_A and S_P, and where A = antecedens and P = postcedens.

Cf.: (1) Before Sue punched anyone, she left the party ... one presupp.
(2) Bevor Helga jemand niederschlug, verließ sie die Gesellschaft ... two presupps.

Reference:

G. Lakoff "Linguistics and Natural Logic". *Synthese* 22 (1970): 150-271 [deutsch: *Linguistik und natürliche Logik*, Athenäum: Frankfurt, 1971].

CIG

UNE EXPERIENCE D'INTERROGATION EN LANGAGE NATUREL D'UNE BANQUE D'INFORMATIONS

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Les efforts qui visent à traiter le langage naturel dans l'interrogation de banques d'informations procèdent généralement de trois points de vue :

1 - Une approche "linguistique" basée sur une analyse syntaxique poussée. Elle vise une "compréhension" fine et des possibilités de déduction dans l'exploitation. Le langage analysable par de telles techniques est cependant à l'heure actuelle assez restreint.

2 - Une approche "compilatoire" ou par "squelette" qui stocke les types de phrases possibles en mettant en facteur les expressions courantes.

La mise en oeuvre est en fait lourde et l'exploitation assez lente.

3 - Une approche "documentaire" qui utilise la relation "ou" entre les termes de la question et un critère de classement de "pertinence présumée" entre les réponses. Le traitement suppose alors un tri et un grand nombre d'accès sur mémoire externe.

La méthode présentée (1) peut apparaître comme une synthèse de ces approches, dominée par le souci de définir un traitement qui puisse être appliqué sur un plan opérationnel (corpus important de réponses, à créer, à gérer).

On a été amené ainsi à préciser "l'interprétation minimale" suffisante pour retrouver les réponses pertinentes.

Par le recours à des opérateurs et à une pondération des termes de la question, elle permet d'adapter dans une certaine mesure la focalisation de la recherche des réponses en fonction de la concision de la demande.

La possibilité d'utiliser la banque à des fins d'enseignement est également illustrée (information classée, questions suggérées par le système...).

(1) Une démonstration est disponible sur écran cathodique.

MULTICODE COMMUNITIES, INTELLIGIBILITY, ACCEPTABILITY AND RELATED NOTIONS

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Several notions proposed by linguists, socio-linguists, anthropologists and language planners are discussed, their conceptual similarities are drawn out as well as their pertinence on problems of individual and societal bilingualism.

Language recognizability proposed by Kloss in the framework of his language-dialect and Abstand-Ausbau discussion, mutual intelligibility as discussed by Harris, Voegelin, Wolff, Sankoff and others, the generative grammarian notion of acceptability (Chomsky, Bever etc.), foreignness of a language system, distance between language systems, and Hymes' sociolinguistic competence are seen in the light of speakers' attitudes and behavior toward language (Stewart, Fishman).

These notions can be organized into a coherent conceptual field with profit to the understanding of each one of them as well as the communication process and the nature of individual and communal bilingualism.

SPEECH COMMUNITIES AS SYSTEMS

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SUMMARY

In our previous work we have modelled the phonological component of language in terms of systems and have studied characteristics of language distance, stability and change. In this paper we investigate the coupling of two or more linguistic systems by means of socially determined functional allocation (registers, diglossic and/or multilingual states) and the coupling of this resulting system with one of group attitudes toward the linguistic components.

Demographic characteristics of group make-up and interaction, including inter- and intra-group communication are further related to the system in order to provide a final cybernetic view of a (sociolinguistic) speech community. With the aid of this model we study the inception of language changes and their propagation through the sociolinguistic networks. We can further study functional re-allocation of linguistic components, due to both system trends and the result of additional couplings with educational, socio-economic and other subsystems.

This model allows us to consider the totality of language and related phenomena in a speech community, whether on the district, city, regional or national level. It enables us to clarify the notions of distance and sameness (dialect/language questions), to study processes of language change and shift/maintenance, and from an understanding of such issues proceed to matters of language policy planning and implementation.

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REGIONAL VARIATION AND TESL

(Abstract)

Although at last a mutual respect for a few general differences between British English and American English is developing in the field of English teaching, and although a recent still unrealized plea has been made for the recognition of registers or stylistic variation in teaching English as a second language, the significance of regional variation has been largely ignored by specialist in English as a second language, both in their textbooks and in their preparation of teachers.

Those who till the field of applied linguistics known as second language teaching have failed to draw upon the growing body of pertinent information available from research in the field of applied linguistics known as linguistic or dialect geography. This is particularly true in the English teaching oriented toward American English, since English in America has several standard regional varieties instead of any set of features comparable to the Received Pronunciation of England. Furthermore, these varieties exhibit differences in grammatical and lexical categories as well as in pronunciation. Yet present ESL textbooks provide for hours of drill intended either to eliminate a form that is actually standard for millions of speakers or to enable the learner to distinguish variations that for millions of speakers are indistinguishable.

Those specialists who prepare textbooks and those who prepare teachers have an obligation to draw upon the research of the dialectologist, to the end that precious time will be saved in the classroom and linguistic inaccuracy will be removed.

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SUPPLEMENTING LANGUAGE INSTRUCTION WITH COMPUTERS: SERENDIPITUOUS PROSPECTS

During the past three years, students at Dartmouth College learning French and Danish have been able to improve their linguistic skills by supplementing regular classroom work with exercises done on typewriters connected to a computer. The advantages of this method of study have long been known: it is a means of giving greater individual attention to each student, letting him progress as fast as he can but as slowly as he needs. The machine can ask various questions of each student, respond to queries and, in a limited way, conduct a Socratic dialogue with the learner. As the student works, his errors are drawn to his attention immediately and, if he cannot determine what is incorrect, the machine will furnish the correct answer. Work begun on one day can be completed on another without unwanted repetition. Moreover, the computer is available day and night at hundreds of terminals.

Those characteristics, often found in computer-supplemented instruction, are complemented in the author's own programs by a number of other more unique features. They include: 1) Having questions asked in a random order so the program can be run several times without users subconsciously learning the order of correct answers. 2) Having the choice of which possible questions to ask continually altered through what a student shows he knows or does not know. 3) Telling a student, along with his score, the average time he took to answer, so he can work toward quicker conditioned responses. 4) Having obvious typing mistakes in a student's answer corrected before the answer is judged for linguistic content. 5) Having short answers rated for degree of accuracy, so the student can be told whether he was close or not prior to his next attempt. 6) Having long answers, such as sentences being translated, not be entirely retyped when there is an error: only the words which were incorrect need be redone to get credit for the sentence. 7) Having, at the student's request, the program automatically skip over to more difficult work. 8) Allowing the same program to be used on any of several different teletypes available and altering the target answer according to which characters can be typed on the individual machine.

The success of those programs suggests that as computers become more and more available this approach to language teaching will become rather common. This serendipituous situation will enable instructors to devote greater time in class to more subtle concepts than those drilled by a computer.

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Bibliography for "Serendipituous Prospects."

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Prescription and Description in the Training of Language Teachers

Traditionally, at least, 'training' implies 'prescription'; implies that the trainer knows best, and can prescribe what it is best for the trainee to do. But, in language teaching, we feel we no longer know what to prescribe. This is only partly due to the general move away from prescription in linguistics. It is more closely connected with the ever-increasing amount of language teaching method research that fails to show that it matters what the teacher does.

We cannot believe, however, that it really does not matter what a teacher does in the classroom. Surely it is the research that has been at fault, notthis basic idea. Research based on methodological comparisons has had, if only covertly, an ultimately prescriptive aim - to enable teacher trainers to prescribe one method rather than others. Among the many possible reasons for the failure of such research one has been unduly neglected - the problem that insufficient attention has been paid, in this research, to the more fundamental problem of description. Firstly, the methods to be compared are usually very inadequately described, and secondly the actual classroom implementation of the methods is usually even less well described.

In such circumstances, prescription is hopelessly premature. We need to cope first with the problem at the descriptive level. We need a way of describing what happens in classrooms, a way that will help us distinguish the important from the unimportant aspects of what goes on.

Research in other subject areas suggests that progress can be made via systematic classroom observation. This research, while directly relevant to the fundamental problem of description, can also feed directly into teacher training, where it can be used to lend a measure of objectivity to the teacher trainer's attempts to help his trainees whithout being unjustifiably prescriptive.

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February, 1972

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Listening Comprehension and Error Analysis

In recent years the emphasis in contrastive linguistics has shifted from a comparison of formal systems to analyses of actual data from second language learners. Corder has recently defined the scope of this latter approach in his elaboration of "idiosyncratic dialects."

While more work is continuing to be done in error analysis, Pimsleur and others have shown by experimentation that aural comprehension is an active and not a passive skill. Through analysis by synthesis hypotheses concerning what is perceived are tested.

Due to the difficulties entailed in obtaining samples of learners' speech in the target language, comprehension seems to be a ripe field for investigation. Data gathered from properly planned comprehension exercises can be used in error analysis. Tentative results of such a procedure have indicated that it is both a valid and economical way of investigating the often elusive "transitional dialect" of language learners.

LE GENRE EN FRANCAIS CHEZ DES ENFANTS DE 4 ET 5 ANS : ALTERNANCES FORMELLES ET CATEGORISATION SEMANTIQUE.

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Une série d'enquêtes linguistiques sur le français parlé à Marseille a été entreprise par les deux auteurs, tant en ce qui concerne le langage de l'adulte que celui de l'enfant. Au moment du dépouillement des corpus de langage enfantin a surgi le problème des variations de forme des unités significatives dans la chaîne parlée (liaison, élision, réalisation du chva, marques formelles du nombre et du genre). Etant donné la répercussion de ces différents phénomènes sur les problèmes phonologiques rencontrés (en particulier, traitement phonologique des voyelles phonétiquement nasalisées en méridional), il a paru intéressant de les envisager successivement en commençant par l'analyse des alternances formelles du genre, fondé pour les substantifs animés sur une différenciation de sexe et résultant pour les adjectifs d'un processus d'accord.

Dans une première étape de la recherche, l'analyse des corpus enregistrés a permis de préciser l'utilisation des marques formelles du genre, tant pour les substantifs que pour les adjectifs. dans les situations de communication où se fait leur emploi et de vérifier la connaissance des règles d'accord de l'adjectif. On obtient ainsi une sorte de grammaire des fautes. Mais, la fréquence d'apparition de la forme féminine des substantifs s'avérant très faible, il a été nécessaire, dans une deuxième étape, de mettre au point un questionnaire destiné à tester la connaissance des règles de dérivation morphologique et leur extension possible chez l'enfant. Celle-ci a été vérifiée en utilisant des mots rares (et non pas une langue artificielle à l'exemple de certains travaux de morphophonologie). En réponse à une forme lexicale masculine (ou féminine) proposée l'enfant doit produire la forme féminine (ou masculine) correspondante. La relation entre les deux membres du couple lui a été explicitée préalablement par une périphrase (toujours la même): ex."chat", c'est un papa; et si c'était une maman, comment dirais-tu ? Pour les adjectifs est utilisé le tour attributif "c'est à" ou la locution "se dit de". Le questionnaire ainsi mis au point comporte 59 formes différentes. Il a été soumis à une population totale de 480 enfants répartis en groupes en tenant compte de l'âge, du sexe et du milieu social. Le traitement statistique des données a permis de déterminer l'influence exercée sur les réponses par chacune des principales sources de variation testées.

Les résultats obtenus constituent, pour le français régional considéré et dans les conditions sociologiques ainsi précisées, une référence à partir de laquelle pourront être définis des écarts d'ordre sociolinguistique (détermination d'une norme) ou pathologique (détermination du normal).

COLLEGE COMPOSITION: A SYSTEMS COURSE

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The problems in the preparation of a systems course (i.e., one which can be self-taught) and the demands made on the designer of such a course in the humanities are almost insurmountable. Elementary mathematics and science courses lend themselves especially well to a systems approach as do certain of the social sciences in which large blocks of facts are to be learned and related in rigid fashion. Courses in which the content allows, even encourages, a variety of interpretations, however, present ethical problems for the designer: how much of his own interpretation should he require his students to learn? Or, how much freedom of interpretation can he allow students to make and still pass the course? In teaching language composition, the instructor finds that its skills are varied, not all are required, and the individual student's style may use one skill and omit the other with quite good effect.

The proposed systems course for college composition draws its assumptions from the fields of education, psychology, and linguistics. 1) One disturbing concept which has hindered the study of composition is the belief that in the preparation of an essay, one begins with the study of the word, proceeds to the study of the sentence, then to the paragraph, and finally to the composition as a whole. If Piaget is accurate, one perceives first the whole or unity and only afterwards the substructures of the whole. Thus, it would appear that one should be concerned first with the whole composition and only afterward should attention be given to the lesser structures of discourse: the paragraph, the sentence, and the word. 2) Although patterning is an old teaching and learning device used by novice painters, composers, and writers, previous attempts at providing pattern papers have been inadequate. The articles used were far longer than the writing assignments, being the products of established authors, and containing personal styles beyond the abilities of most Freshmen. The pattern papers we suggest are of the same length as the written assignment, on a parallel topic, with the structure under emphasis being clearly evident. 3) Concepts such as unity, and theme sentence have been traditionally described in philosophical terms. These descriptions were neither objective nor explicit. In this course, such terms are described linguistically with respect to the semantic structure of the discourse. 4) No one has yet successfully described objectively an acceptable paper or standard by which student compositions can be judged or graded: that is, placed on a gradation scale in relation to its approach to the standard of perfection. Grading against a proposed model of perfection allows the student to be graded individually, on his ability to approach a standard rather than being graded comparatively, with respect to the performance of his classmates.

Incorporating these four concepts: the whole with respect to its subparts, patterning, linguistic definitions of traditional terms, a standard of perfection for grading; as well as other subsidiary notions, we feel we have arrived at a unique systems course for college composition. Structuring of the course is based on the first two concepts. Objectivity is achieved through the use of linguistic definitions and the proposed system of grading.

SOME PROBLEMS OF LANGUAGE MODELS AND HUMAN COMMUNICATION

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A model of language communication [=MLC] presupposes the existence of a sender,a receiver,a channal and a message.Thus in communication systems the processing of information generally consists of the following stages:1.decoding[perception-recognition of signals],2.information storage,3.encoding[process of signal generation].Therefore,a general grammatical model of the process of language communication[=LC] must include the stages in this processing.One of the subgrammars would be an encoding grammar modelling the phase of transition from paradigmatic[inner] storage to syntagmatic[outer] storage.The analysis of the information stream[=IS] as regards the quantity and quality of the information as well as stratification of the information will facilitate understanding of the functioning of natural languages.The language message is an integral part of the system of LC,so it can be analysed properly only within the system.LC is a consequence of the needs of the sender and receiver of information. It aims at a change in the state of the subjective entropy of the sender and receiver.In the MLC the sentence patterns[e.g.affirmative,interrogative sentences;restrictive vs. nonrestrictive structures] are closely related to the objective of altering the entropic state of both the sender and the receiver.Man communicates because he wants to change his own entropy and depending on his purpose,he wishes to reduce or increase the entropy of the receiver.The carrier of the message is the speech signal which occurs either in redundant or in non-redundant form.The classification of the signal does not only depend on the signal itself,but also on the receiving system on the one hand,on the transmitting system on the other.A language message is possible only in MLC.Outside a communication model speech acts are not possible.The problem is different as regards the formalization of information related to the MLC.This problem arises with considerable weight in case of direct LC.The main purpose of the present paper is to divide the stream of language information into its constituents and to present a model of the functioning of language in the process of LC.It is obvios that the formal structure of the message can be examined in itself,i.e.without regard to the communicational system of the sender and receiver.Without doubt such a formal analysis of the language message has considerable value,but it should also be noted that an analysis that is carried out as regards the reflection of the elements of the MLC as formalized in the message makes possible a more fruitful approach to the analysis of various language structures.

The MLC is closely connected to the model of language teaching; e latter rests upon the MLC.

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LINGUISTICS AND LAW

Since law and language are social systems established by man, they must reveal the same categories of thought, at least in the fields where they have a same - or similar function, man being bound by nature and necessity to have recourse to intersubjective syncoina.

And indeed, if we compare linguistic and legal systems,we find not only that each have their specific universals, but - what is more striking - they have a very similar methodological approach, partly due to the fact that their common basis is formal logic (with predication, identity-rule a.s.o.), as established by ancient philosophers and modern logicians, and partly due to the fact that they are influenced by psychological and social factors, e.g. effectiveness. Like language, law works with a smallest unit: distinctive features - they can even be noems - which are relevant when they are constitutive. A virtual setting cannot be actualised if one of those relevant features is lacking. Being of a semiological structure, law, like language, operates in terms of sign/referend i.e. material vs. formal criteria. For a certain type of "designatum", a specific "signifiant" is required. Like language, law must try to take account of reality without having to account for every single concrete situation. In law and language we must distinguish three spheres of concretisation: potential - virtual - actual. Another feature which language shares with law is that both, being virtual, are normative, though the sanctions for not adhering to a juridical norm are much more severe, law disposing of a corective power.

Since law and language tend towards becoming SAE (cf. Whorf), they could possibly aid each other in the formulation of some basic principles.

LANGUAGE PLANNING AND THE PROCESSES OF NATIVIZATION IN THE NEWLY REVIVED HEBREW

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The revival of Hebrew is virtually a unique case of a successful revival of a dormant classical language and its adaptation, through planned as well as unplanned developments, to all needs of a modern society. It started in the 1880's after about 1700 years of dormancy, during which Hebrew was basically confined to the House of Prayer and the House of Learning, to religious, literary and philosophical writing. Hebrew was also used in communal documents, in personal and inter-community correspondence, sometimes also in business records, and even for some occasional oral communication, now and then. However, Hebrew was not the *native* tongue of any substantial group of speakers until the current revival Some forerunners may be readily found, but it is obvious that the actual revival was carried out by a group of zealous leader-writers and teachers, who tried to create a spoken living modern language, on the basis of the various classical literary texts. Eliezer Ben-Yehuda is probably the foremost and best known of this group, but he was not alone. While the beginning was on a sporadic, haphazard basis, various attempts at organized planning and "harnessing" the revival were made by the "Hebrew Language Committee" and its successor since 1953, the "Language Academy" and by other well intentioned individuals, mostly with a rather zealous normative approach. Yet, Modern Israeli Hebrew does by no means conform to any specific planning; for instance, the prevalent pronunciation is far from being the ideal Sephardi pronunciation which Ben-Yehuda and others propagated; it is an unsystematic combination of both the Sephardi and Ashkenazi pronunciations. By the same token, its vocabulary, grammar, morphology and syntax are an eclectic continuation of the various stages in historical Hebrew, by chance more than by design. The adults revived spoken Hebrew on the basis of the enormous literary heritage in Hebrew. Their acquaintance with the varied sources and layers of Hebrew often created problems of selection between competing synonyms, morphological patterns, syntactic structures, etc. Thus, the richness and excessive variation of the sources impeded, in a way, the crystallization of the general language. But the children who were born into the *revived* language in the new linguistic community, like the children who are born into a *creolized* language, accepted it as a complete tool of communication, like any other language. As a matter of fact, the children were those who *nativized* it. The first adults who revived spoken Hebrew were actually bilinguals who acquired Hebrew at school as a second, foreign language. But the first native children were confronted with the natural situation of *first* language learning. Like any other child, they came equipped only with some innate capacity for language acquisition, and upon exposure to samples of it, they derived their grammar of this language. In the process of the nativization of Hebrew, the native language deviated in many respects from whatever planning the original revivers had in mind A variety of sociolinguistic factors contributed to this situation, e.g., the nature of an immigrant society in which the destruction of the former frameworks and traditions take place even before new ones are forged, and in the context of the so-called "melting-pot." Both are conducive to children's independence and freedom to create their new children's sub-culture, games of their own, speech habits and linguistic innovations. The density of children's "generations" (in my view corresponding to a school-year) and the impact of one child on another helped accelerate this process, and within half a century, a new linguistic entity was forged, much to the dislike of normative teachers and the Language Academy. This study will deal with the sociolinguistic aspects of the nativization of Hebrew against the background of the planning of the language, both in terms of cause and effect, also comparing it with processes in creolized languages.

INFORMAL SECOND LANGUAGE ACQUISITION

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This article, on how we have gone wrong in language education, is based on information from three major sources: (A) teaching and research at the Museum of Anthropology and in the escuelas activas (active schools) of Mexico City,[1] (B)study of a series of new books, reports, critiques, and research findings on education in general,[2] (C) a serious, sometimes painful review of the author's own position and some deep introspection in search of insights or intuition.

The recent work and new thought about learning has given rise, as always to exaggerated claims. Where language learning is concerned, considerably less constructive analysis has gone into the thinking.

Many studies and a great amount of research have been done on child language. But even these sometimes illuminating works admit to a shroud of mystery concerning the basic core area, the nucleus question - what is learning?

Obviously second language acquisition differs from learning one's first language. It is precisely because of this difference that the language teacher can employ structures, contrastive drills, preventative pronunciation patterns, and so forth.

The author argues a reassessment of the roles of teacher/learner.

TOWARD A GREATER PRECISION OF VISUAL PHONOLOGY

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This work is a result of the need to carry forward and refine further the structures described by Robert A. Hall in the chapters "Vowel Patterns" and "Consonant Patterns" from the text Introductory Linguistics.

Although this pattern may appear to be very neat and complete it is marred by several grievous defects. First, it combines the labiodental /f/ and /v/ with the bilabials. Secondly, it combines the interdental /θ/ and /ð/ with the alveolar consonants. Thirdly, it gives no indication whatever of the nazality of the /m/ /n/ and /ŋ/ groups, and finally, it widely separates the liquids /ṛ/ and /l/ without showing accurate placement of their points of articulation. In addition to these rather glaring displacements there are a number of other details that are considerably better defined in the chart below. The purpose of redoing the diagrams was not to correct but rather to give more precision to a useful schemata.

REGIONAL ACCENT AND SUB-PHONEMIC ACCURACY IN PRONUNCIATION TEACHING.

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Pronunciation teaching at teacher-training level must aim at sub-phonemic accuracy.

Investigations are being carried out to determine:
a) acoustic parameters which correlate with acceptability and foreign accent as judged by English observers.
b) acoustic parameters which correlate with English and German accent as judged by German observers from Hamburg and Cologne.
c) systematic phonetic differences in the pronunciation of Hamburg and Cologne speakers and their influence on English pronunciation.

Material for the investigations were the English/German word pairs tip/Tip; pus/Paß; bush/Busch and other similar pairs.

A discussion of the results so far will be presented.

COMPATIBILITY AND ACCOUNTABILITY OF LINGUISTIC APPLICATIONS IN FOREIGN LANGUAGE TEACHING

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Contrastive analysis and error analysis investigate some aspects of learning difficulty; the different systems of linguistic description investigate the rule-governed human speech behaviour.

Efficiency in language learning is both a result of the adequacy of the linguistic description in relation to the students native language habits and thinking processes and of the psychologically based pedagogic programming. Linguistic applications need to be compatible with the psychological needs of the student in the learning environment and held accountable for their part in the process.

I will attempt to show how an analysis based on a three-dimensional taxonomic system (psycho-motor, affective, cognitive) can aid in locating and assessing learning difficulty and give clues for resolving such problems on either the linguistic, psychological, or instructional levels. We can in this way gain further insight into how, when and how many linguistic (and specifically contrastive) data may be applied in accountable learning operations.

Specific features analysed were drawn from experimental programmes for German and English. It is hoped that data from a Chinese programme will be available as well.

Contrastive and comparative analysis, pedagogical and linguistic programming, mastery learning and instructional technology may benefit from this approach.

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'SIMPLE' SENTENCES IN 3 LANGUAGES: A CONTRASTIVE STUDY USING TRANSFORMATIONAL GENERATIVE GRAMMAR

The English sentences selected for close study are some of those which are derived from a single underlying P-marker (Katz and Postal 1964) as opposed to those derived from a pair of such P-markers. Advantage can be taken of the model proposed by Katz and Postal to contrast with these English sentences a number of sentences in French and German which are here shown to share underlying P-markers with the English sentences. The contrasts and similarities between the sentences in the three languages can be brought into sharp relief by this means.

The ordering of derived P-markers in terms of rule-economy strengthens the parallel between French and English in spite of marked surface differences. At the same time, the result of this ordering raises two important questions:

(i) the extent to which native speaker preferences for certain structures may be said to be relevant to the findings of linguistic analysis;

(ii) the place which must be allowed in contrastive study to the differences in usage between speech and writing.

A closer study of a primary structure in the English sequence produced by economical ordering shows further similarities with the French in spite of surface contrasts. The result of this analysis throws light on a problem area in the history of the English auxiliary but raises again the matter of the interrelationship of diachronic and synchronic language study.

J. J. Katz and P. M. Postal - An Integrated Theory of Linguistic Descriptions (M.I.T., 1964).

THE CONTEXT OF LITERATURE

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In the teaching of literature accent now falls less on background study and more on close-reading. As a result teachers of literature need to know exactly what their students are reading into the texts before them and to what extent grasp of language includes sensitivity to cultural and social context.

An experiment was conducted at a seminar for secondary school teachers in Yugoslavia to examine the extent to which socio-context was understood in a short story by Angus Wilson and how understanding affected interpretation of the story. No direct correlation was found between ability to speak grammatically correct English and to understand context. Some students whose English was poor on the formal level proved to have the surest realization of the author's intention and how it was achieved.

Other experiments were made to discover the extent to which advanced learners could "place" people according to the language they used. Such "placing" is important in literary studies for an understanding of the author's intentions and for appreciation of his technique. It is important outside literature for reacting to implicit assumption and special points of view underlying language. Printed literary texts from works by modern novelists were used and also recordings of spoken language and of written texts. Special problems arise with the use of recorded materials. They usually more easily arouse student response but care must be taken that the person making the recording does not falsify or distort the intentions of the author.

LEHRSTRATEGIE IM UNTERRICHT NAH VERWANDTER SPRACHEN

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Beim Unterricht einer nah verwandten Fremdsprache, wie etwa des Deutschen für niederländische oder afrikaanse Schüler, empfiehlt sich die Anwendung besonderer lehrstrategischer Grundsätze. Interferenzerscheinungen treten zwar hierbei in besonders starkem Maße auf, sind jedoch zunächst nicht zu bekämpfen, sondern auszunutzen. Als günstiger Einstieg in die Fremdsprache ist neben situationsgebundenem Dialog die Übung im Verstehen fremdsprachlichen Satzmaterials stärker zu berücksichtigen; der Gesichtspunkt der Gebrauchsfrequenz ist dabei zeitweilig bewußt außer acht zu lassen. Vor den eigentlichen Lernzielbereich hat als Hilfsziel die Einübung im Erkennen sprachlicher Verwandtschaftsstrukturen zu treten. Die aktive Beherrschung der gesprochenen Sprache muß bei nah verwandten Sprachen zunächst hinter einer Ausbildung des kognitiven Vermögens zurückstehen.

Zusammenfassend: Das Erlernen einer nah verwandten Sprache fordert eine Lehrstrategie, in der das kontrastive Prinzip auf eine ganz spezifische Weise anzuwenden ist.

Oral French Examining in Anglophone West Africa

Abstract

With the recent insistence on oracy skills in language-learning, as many as half of the total marks of language examinations are being apportioned to the oral. In order to justify this high proportion, various experiments have been made to make the examination more reliable, by increasing the stability of candidates' performance as well as the consistency of markers. In the elaboration of analytical and objective tests, care should however be taken, not to influence negatively the language-teaching process in class. In the anglophone countries of West Africa, where the school population is very examination-conscious this danger exists, as shown by textbook courses using tests to teach oracy skills. In the development of French oral tests for the West African School Certificate (WASC)- for the **complex** skills of listening comprehension, oral expression and sound-symbol association - attempts have been made to apply analytical marking schemes to tests of integrated language skills by a process of sample analysis.

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17/3/72

READER'S AWARENESS OF ENGLISH SPELLING AS A MARKER OF REGISTER AND STYLE

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That the English word stock divides into a learned, formal, usually written vocabulary and a casual, usually spoken one and that these vocabularies are roughly of Latin, Greek, and French origin on the one hand and of Germanic origin on the other is well known. It is also clear that since about the year 1500 English has used two spelling systems for the two vocabularies. I showed in an earlier study (English Studies, 52, 3, June 1971) that the spelling rules are related to extra-linguistic factors such as style, situation, and register. It is not clear, however, whether the differences between the spelling systems are functional--serving some purpose in the communication process--or an accidental consequence of the differences in the historical origins of the two vocabularies.

The present study is an attempt to determine whether native speakers of English actually do obtain messages different in terms of register and style from words written in the two spelling systems. The following experiment was devised: A list of artificial words was composed, consisting of 28 pronounceable letter groups conforming to the phonological and graphic rules of English Each phonological "word" occurred twice, once spelled according to the "classical" rules of English and once according to the Germanic ones. The informants were requested to rank each word on a scale of 1 5 (on the analogy of the Osgood semantic differential) as Written to Spoken, Academic to Non-academic, Formal to Casual, and Emotive to Non-emotive. The words were arranged randomly. The test was given to 300 college students specializing in subjects other than the Humanities. All were in their 14th or 15th year of school. None of them had taken Latin or Greek and only 10 had taken French. They were thus a representative group of skilled readers of English with no specific training which would have made them aware of the historical origins of English spelling. The results were the following:

(a) There was a very high degree of agreement among the respondents, despite their lack of formal instruction which would have suggested particular responses.
(b) Words with traditional Latin respellings of Greek, with directly borrowed French spellings, and with Latin spellings were consistently rated more written, more formal, more academic, and less emotive. E.g., pelleau was ranked third in the scale "written to spoken" while pellow was ranked 20th; heign was ranked 9th while hane was ranked 23rd; psernal was ranked second while cernel was ranked 14th.

Implications: It is clear that English readers of average education are highly sensitive to English spelling as a marker of register and style. It is also clear that English spelling by itself in totally strange words conveys stylistic information. It would also seem clear that any proposal for English spelling reform on a phonetic basis would have to recognize that to the extent that English writers make use of English spelling with stylistic significance, some compensatory style-signalling features would have to be used. It also suggests that while spelling reform would have great advantages for beginning spellers, it would deprive skilled spellers of a signalling system on which they are to some extent dependent.

CROSS CULTURAL BIASES IN LANGUAGE TESTING

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After five years of developing tests in English as a Second Language for eight American Indian language groups, Spanish speaking groups, and Black English speaking groups, many of the sociolinguistic variables which represent cultural biases of the standard testing procedures have been isolated. Specific instances of the cultural biases and techniques for correcting them are discussed in detail. The emphasis of the entire paper is the importance of sociolinguistic considerations in language testing.

PSYCHOLINGUISTIC DECODER VARIABLES IN ORAL COMMUNICATION

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Previous teaching and testing techniques have been primarily concerned with the communicative competence of the encoder. This paper explores the role of the decoder on the performance of the encoder in spoken communication. An experiment designed to isolate some of the psycholinguistic variables generated by the decoder in a communication event is explained in detail. Although the primary objectives of the experiment were to aid in the evaluation of oral speech, the importance of the results to language teaching are immediately apparent.

INTENSIFICATION OF RUSSIAN PRONUNCIATION TRAINING BY MEANS OF TAPE RECORDERS

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The main aim of the article is to sum up the resuls of efforts aimed at achieving best possible results in teaching Russian pronunciation to Danish university students who begin to studey Russian as their main subject.The main conditions for achieving best possible results are: I.a linguistic laboratory with IO tape-recorders for students and one master-tape-recorder panel, 2. a teacher whose native tongue is Russian, 3.tapes with recorded texts of a Russian speaker.Without meeting the first two conditions,the achievement of the expected good level of pronunciation by 10 students during 60 hours /two semesters/ is impossible.For without tape-recorders it is impossible for a Russian teacher to work individually with every of 10 students,eliminating their mistakes.On the other hand,with a teacher who does not know Russian as well as his mother tongue,students will not be able to overcome all the mistakes in their imitation of the Russian speaker's voice recorded on the master-tape.In this last case students can just as well work individually with Russian tapes if they are available. The main difficulties for Danish students in mastering Russian pronunciation derive from considerable difference between Russian and Danish pnohetical structure;.there are, for instance, only 20 consonants in Danish as against 35 in Russian, of which only eight are more or less similar to Danish. A Danish student must thus master the pronunciation of 27 new consonants.Palatalisation of consonants,characteristic for Russian, almost does not exist in Danish.Occlusive consonants in Russian are voiced and voiceless,whereas in Danish only voiceless The palato-dental fricative and affricative Russian consonants , both voiced and voiceless,as well as dental liquid sonants,intonation in interrogative sentences,rhythm,pitch etc. represent main difficulties to Danish students.The author proceeds from the assumption that demonstration of pronunciation,both recorded and live,should always be accompanied by the explanation of the position and working of the lips,tongue and vocal cords.The main method to be applied by a student is conscious imitation of master-tape and the teacher's voice. The pattern of a 50-minute lesson is as follows: Students have a text before their eyes.They listen to and record from the master-tape this text sentence by sentence,repeating them aloud during the pauses between sentences on a master-tape.Their voice is also recorded on the tape and is simultaneously controlled by a teacher.This continues I5 minutes during which the teacher notes down mistakes made by every student.The next 35 minutes students attentively listen to the recorded voice of a Russian speaker and to their own,and compare pronunciation.Simultaneously the teacher works by turns with each of them 3 to 5 minutes,helping to overcome their mistakes.

AN ATTEMPT TO FACILITATE EXPRESSIVE LANGUAGE ACQUISITION IN A FOUR YEAR OLD CHILD

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This paper is concerned with the treatment of a girl originally referred at 3 years 10 months with gross delay in expressive language. Subsequent investigation revealed normal auditory acuity and normal non-verbal intelligence. Comprehension was at a level appropriate to chronological age. The expressive disorder comprised absence of recognisable words, presence of jargon-like utterance, lack of phonological structure and inability to imitate words or sounds.

A detailed description will be given of the child's utterance with particular regard to the presence or absence of distinctive features of sounds and the presence of prosodic elements. A description will also be given of the utterance in function combined with the normal characteristics of responsiveness and inter-action.

An attempt will be made to view the developing language with regard to the attainment of distinctive features and also to the emergence of any normal simplifications of language structures. Reference will be made in these connections to the work of Jakobsen, Jakobsen, Halle and Fant, Chomsky and Halle and also to that of Bellugi, Bellugi and Brown, Menyuk et al. Comparisons will be made between the phonological structures used by this language impaired child and those of children of comparable age whose limitations are restricted to the phonological system.

Particular attention will be paid to the role of prosody and the significance of the change from melodic jargon to utterances which reveal prosodic contours of conventional language. The manner of combining sound, word and prosodic elements in therapy will be discussed. Finally, an attempt will be made to estimate the extent to which treatment can facilitate the acquisition of language by the child.

"DEVELOPING CURRICULA IN TESL FOR IMMIGRANTS: WORKERS AND THE MULTI RACIAL CLASS"

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The paper falls into two sections: (A) the impact of particularly Asian immigration on the U.K. education system in the field of ESL, and (B), stemming from this immigration, curriculum development in ESL and its base in sociolinguistic research.

After the introductory overview in (A) to the response of the educational system to the language problems resultant on mass immigration, the paper examines, firstly, whether in the light of especially U.S. experience acculturation is a tenable policy, and, secondly, whether the concentration on the initial teaching of English with inadequate materials and ill-equipped teachers has not in the long run contributed to a disregard of the needs of children in multi-racial classes.

In (B) emphasis is laid on the need to acquire ESL skills in the appropriate range of language functions together with the requirement that ESL teaching be related to the general educational needs of the learner. A variety of ESL syllabuses is examined and their shortcomings outlined. Two important conclusions are drawn:

(i) New ESL materials are needed to cope with the target of communicative competence; such materials will have a semantic rather than structural approach to TESL, laying emphasis on role-relationships and language functions rather than on a limited range of grammatical patterns ordered on arbitrary and psycholinguistically unjustifiable schemes of grading. Examples are drawn from materials for the multi-racial class and from programmes for immigrant workers.

(ii) Such materials themselves will have to be based on socio-linguistic investigation into the nature of the linguistic choices made in the communicative events in question, with an emphasis laid on linguistic interaction.

FORMAL ASPECTS OF TRANSLATION IN THE LIGHT OF GENERATIVE GRAMMAR

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The paper defines translation as an act of performance made possible by the translator's having acquired a "double linguistic competence". The following problems are being dealt with:

Level of transfer, where the claim is made that translation takes place at a syntactically simpler and semantically more relevant level, the level of kernel sentences, at which grammatical relations are also semantic relations, lexical catedgories are cerrectly indicated, the unity of the word is not broken (at least as far as words with denotative meaning are concerned) ;

Finding formal translation equivalences and the manner in which such concepts of generative grammar as transformations, subcategorization and selectional rules, etc., can be used in this process;

The problem of meaning in translation, the hypothesis being put forward that in the process of transfer from one language to another it is not separate items which are transferred, but semantic features and their inner organization. Exemplifications are made by reference to English, French, Russian and Romanian language data.

THE ROMANIAN-ENGLISH CONTRASTIVE ANALYSIS PROJECT

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The Romanian-English Contrastive Analysis Project has been in operation for more than two years and is now reaching its final stage. Since it idiffers in certain aspects from similar projects elsewhere, emphasis will be laid on its more specific characteristics, namely:
The psycholinguistic approach meant to concentrate on the learner as the meeting point of the two "source" and "target" language systems. Our experimental research has involved a fairly large number of Romanian learners of English at various levels of proficiency. Of particular interest is the methodology adopted and the results obtained by us in error analysis and the setting-up of the Hierarchical System of Errors made by Romanian learners of English.
Experimental acoustic research in contrastive analysis carried out at the Laboratory of the Center for Phonetics of the Romanian Academy of Sciences.
Research in contrastive English-Romanian vocabulary, which has revealed interesting observations in contrastive semantics, an aspect which is not usually included in other similar projects.
The most significant findings of our research at the grammatical level, which reflect a diversity of linguistic approaches, will also be synthetized briefly.

THE COLLECTION AND DISSEMINATION OF INFORMATION ON APPLIED LINGUISTICS AS PERFORMED BY THE AMERICAN COUNCIL FOR THE TEACHING OF FOREIGN LANGUAGES (ACTFL).

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The ACTFL has been publishing an annual bibliography since 1967. This bibliography is divided in ten sections, among them: Linguistics, Physiology and Psychology of Language Learning, Methods, Equipment, Testing. Over fifty bibliographers cover some 400 periodicals from all over the world. Besides books and articles the ACTFL Bibliography mentions unpublished items which can be obtained in microfilm through the Educational Resources Information Center (ERIC). The ACTFL Bibliography has been growing at a very fast rate. The 1969 bibliography had nearly 1,400 entries, there were more than 1,700 in 1970 and over 2,000 in 1971. The elaboration of a bibliography of this scope poses many problems--one of them is the classification within each section. To be adequate a classification must be valid and economical, i.e. provide the best strategy to retrieve information. Many improvements have been made but this bibliography will get even better only if it is used and criticized by those that it wishes to serve. The computerization of this bibliography is one of our aims, but it has been postponed in large part for the lack of feedback. We hope that through further improvements this bibliography will become truly international in its coverage and will be readily available in all libraries around the world. We also hope that through close collaboration with bibliographies of similar scope to attain a higher level of efficiency and thus reduce the duplication of efforts.

Clyne, M. G.

THE ROLE OF SOCIOLINGUISTICS IN A UNIVERSITY GERMAN COURSE (FOR NON-NATIVE SPEAKERS).

This paper will concern two approaches to sociolinguistics- the study, along sociological lines, of language use, attitudes and fluctuations and the inference of structures, and attitudes of a particular society from linguistic structures and phenomena. Using the teaching of German at an Australian university as an example, it will be suggested how sociolinguistic study of a language can introduce students to the society of the countries speaking that language and what implications sociolinguistic findings can have on the preparation of material for practical language teaching.

DIRECTION GENERALE DE LA PEDAGOGIE
DE LA RECHERCHE ET DES PROGRAMMES.

CONTRIBUTION A L'ETUDE DIFFERENTIELLE DE L'EFFICACITE DES METHODES PEDAGOGIQUES

ou

INFLUENCE DU BILINGUISME, DES MATHEMATIQUES MODERNES, ET DES METHODES ACTIVES SUR LE DEVELOPPEMENT MENTAL DE L'ENFANT.

Etude de pédagogie expérimentale comparant les performances d'enfants ayant appris l'Anglais[+] dès les classes maternelles dans une Ecole Active Bilingue (Paris) comportant un programme d'enseignement de mathématique moderne, et des enfants de même âge, même milieu socio-culturel appartenant à des milieux scolaires où l'un de ces facteurs est absent : bilinguisme, mathématiques modernes, méthodes actives.

Etude en particulier du facteur "apprentissage précoce d'une langue étrangère".

Ces comparaisons se situent au niveau du développement de la logique, de l'abstraction et généralisation, et au niveau linguistique.

Docteur Rachel COHEN

[+] Par méthode R.E.M.I. - Réalisations pour l'Enseignement Multilingue International.
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PERCEPTUAL AND LINGUISTIC TOLERANCE IN INTONATION

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In the present investigation intonation is studied on the level of its concrete phonetic realization and is defined as the perceptual relevant pitch events in speech.
All these relevant pitch events, whether "distinctive" or not, contribute to the characterization of individual languages. It becomes important, then, to concentrate on two major questions: first, what are the perceptually distinct pitch patterns of a language (basic types), and second, what are the perceptual tolerances for each pattern (free variants).
A report will be delivered upon two perceptual experiments with Dutch intonation contours. In the first, use is made of twelve synthetic contours that consist of a fixed size pitch rise, followed by a variable final fall. The changes in the interval of the latter pitch movement vary from one and a half to ten semitones. They are introduced in steps of a half or one semitone. In the second experiment sixteen synthetic contours are presented that consist of only one rise. This pitch movement, of a fixed size, is given different positions within the same syllable. The positional changes are introduced in steps of twenty milliseconds.
In both experiments it is explored whether the quasi-continuous physical changes result in a perceptually and linguistically meaningful reaction on the listeners' side.

MOTIVATION OF ADULT LEARNERS OF A SECOND LANGUAGE IN DEVELOPING COUNTRIES

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Teachers of second languages to adults in developing countries face many problems; and some of their chief difficulties arise from the fact that often they have not adequately taken into account the motivation of the students they teach. Many educators have the view that second language study is primarily a significant cultural experience, that the study of language should include a good deal of literature; however, surveys of students' reasons reveal that most adults are not chiefly interested in a cultural experience based on literary study. Another problem teachers face is based on the fact that in recent years many teachers have been so occupied with linguistic studies and with certain "methods" of teaching that they have neglected students and the students' reasons for studying a second language.

Surveys and other studies of student motivation for studying second languages reveal that most adults want to learn a second language for very pragmatic reasons: they want to have access to information in modern science and technology; they want to be able to carry on business with speakers of other languages; some feel pressures from government statements about requirements for advancement in government service; many young adults want to participate in popular culture; a few are motivated by a desire to study in foreign countries. Such reasons for language study appear to some not to be as satisfying nor to have the intellectual depth of more traditional reasons; however, the fact that these are the students' reasons has significant implications for second language programs. (An additional factor to be considered in studying motivation is that some adult students have a somewhat negative or resentful attitude toward the second language and the culture it represents.)

The fact that many adult students view a second language simply as a tool to achieve certain practical ends has a number of implications for second language teachers. Some studies have shown that students may place ceilings on what they will learn in the second language: students will learn the language to the point that it meets their needs, and efforts to improve their use of the language beyond that point are largely fruitless. The teacher faces the challenge of attempting to learn what factors motivate his students; and, where student goals seem inadequate or unrealistic, programs must be devised to provide them with information that will help them change their attitudes and modify their goals. The teacher's goals, language analysis, and methods of presenting material must of course be considered; but the focus of the effort must always be on the students and their reasons for learning a second language.

DILEMMA IN CONTRASTIVE ANALYSIS

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The increasing search in generative grammar for deep structure universals in language brings about the question whether contrastive analysis is indeed a valid and worthwile discipline. Contrastive analysis being the side product of taxonomic linguistics views each language as a unique entity distinct from any other language with respect to its various types of manifestations. Therefore, when a language learning process is taking place, students tend to transfer these manifestations from the source to the target language being learned. Contrastive analysis aims at predicting which of these manifestations are likely to be transferred.

Since generative grammar views languages as deep-structurally alike, the different manifestations that exist between two languages are only superficial. This being the case, language learning must be viewed as a matter of "pulling up" the deep structure to the surface structure, which, therefore, requires not a contrast of the source and the target languages, but, more importantly, a contrast of the internal structures within the target language itself.

While the current thinking in generative grammar does give us some important insight in regard to the nature of language acquisition in general, there are, however, some problems that must first be solved when it comes to foreign language learning. First of all, the very nature of the deep structure -- from which we are to relate to the surface forms -- is itself still a debated issue, even within the inner circle of the generative school. And secondly, while the internal structural contrasts do play a significant role and must be given more weight than they have been, contrastive analysis in the traditional sense is still a useful tool for language teachers because more than often we find problems which are not explainable in terms of the structures of the source language.

RECENT ADVANCES IN THE THEORY OF COMPLEMENTATION AND THEIR RELEVANCE FOR CONTRASTIVE LINGUISTICS

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A critical evaluation of the theoretical framework proposed by P.S.Rosenbaum (1967) and M.Kajita (1968) concerning complementation will show the descriptive inadequacy of the hypothesis known as the transformational insertion of complementizers (Complementizer Placement, c.q. Marker Assignment).
A more promising alternative, the phrase structure hypothesis (J.Bresnan,FL6, nr.3,1970) will thenbe introduced. It will be supported by evidence drawn from the study of complement constructions occurring with verbs of sensation in Dutch, undertaken by the contributor of this paper.(PhD thesis,Nijmegen 1972)
It will be assumed that the impact of this new approach to the syntax of complementation is such that it opens a new field of contrastive investigations.
A discussion of some English and French observations, such as

I felt the rope slip(ping).
J'entends Jean qui chante.

is intended as a first contribution to the contrastive study of the types of complementation.

POUR UNE DEFINITION DE LA "RARETE" DE CERTAINS TOURS SYNTAXIQUES EN ESPAGNOL? OU DE L' EMPLOI DE L' ORDINATEUR DANS LES RECHERCHES SYNTAXIQUES.

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Les grammaires et les études linguistiques espagnoles disent d'un certain nombre de tours syntaxiques qu'ils sont "rares", "peu fréquents", "très peu fréquents", "en régression", etc. La "Spanish Syntax List" de H. Keniston, établie avec des méthodes élémentaires, souvent confuse, sans critères précis, et invérifiable ne donne que des chiffres approximatifs. Les listes de fréquende, de nature lexicographique, telles que le "Frequency Dictionary of Spanish Words", de A. Juilland et E. Chang-Rodriguez, ne fournissent que peu d'informations syntaxiques.

Un dépouillement exhaustif de corpus étendus et homogènes peut seul donner une réponse exacte. Ce dépouillement ne peut se faire qu'avec l'aide d'un ordinateur.

La communication rend compte de l'exploitation automatique de textes espagnols modernes en vue d'études syntaxiques, entreprise à l'université de Louvain. Les données proposées à titre d'illustration proviennent d'un corpus constitué de 206 articles de Miguel de Unamuno, publié entre 1931 et 1936, soit 12.488 phrases, 280.539 occurrences ou 25.318 formes différentes. Elles concernent l'emploi des verbes auxiliaires en espagnol.

SECOND LANGUAGE TESTING AS CROSS-CULTURAL SOCIOLINGUISTICS

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1. The Testing Situation

The work reported on is a bilingual comparison of the communicative abilities of Chinese students in their mother tongue (in most cases, the Cantonese dialect of Chinese) and in their second language, English, which is widely used in Hong Kong as a medium of instruction. Two hundred and seventy students attended a series of language tests immediately after their admission to the English-medium University of Hong Kong last September, before the start of their academic courses. These language tests, bilingual experiments and a questionnaire eliciting a variety of sociolinguistic data were referred to collectively as the Language Analysis Sessions. Each student attended the sessions for nine hours spread over three days.

2. Theoretical Framework

It seems that second-language teachers have been paying more attention recently to psycholinguistics than to sociolinguistics. It is contended that the investigation of language learning, in particular of second language learning, should be set primarily in a sociolinguistic framework. Sociologists and anthropological linguists concerned with the role of language in education have demonstrated the importance of social and cultural factors within certain English-speaking communities. Such factors must assume equal or greater importance in situations where there is a deeply-rooted difference between the culture reflected in the mother tongue and the culture reflected in the second (in the sense of 'auxiliary') language.

3. Testing Communicative Competence

In situations where native models are inaccessible, language teaching will tend to aim at linguistic competence (LC) at the expense of communicative competence (CC). This is one of several factors contributing to an LC/CC discrepancy (in English) observable in a majority of students entering the University of Hong Kong. Hence, one of the main aims of the first-year English courses is to extend students' CC in English. To do this effectively, the LC/CC difference must be explored, and in particular it is necessary to identify components of CC that can be isolated sufficiently to be tested. For this purpose it is useful to contrast a LITERAL CODE with MULTI-LAYERED LANGUAGE. About half of the 340 items in the diagnostic part of the Language Analysis Sessions were designed to explore this area.

4. Analysis of the Results

The raw data of students' performance on the tests -- preserving as much information as possible by elaborate coding -- together with experimental and questionnaire data, were transferred to punched cards. The results that will be presented in this paper are the output from the computer programmes written to obtain a) nine-dimension student profiles, b) item analyses, and c) a factor analysis to help identify and assess the components referred to in '3' above.

THE AUXILIARIES HEBBEN (TO HAVE) AND ZIJN (TO BE) IN SPOKEN DUTCH

The use of the auxiliaries hebben and zijn in perfect tenses has been investigated in sentences with the main verbs zijn, gaan (to go), vergeten (to forget) and verliezen (to lose).
According to the grammar of Standard Dutch the auxiliary zijn is always used in forming perfect tenses with zijn and verliezen (if not passive) whereas both hebben and zijn are used with vergeten and gaan. This depends on the meaning of these verbs; ik heb vergeten means: I have not thought of, ik ben vergeten: I don't remember. Gaan is mostly combined with zijn, but often with hebben when the original meaning 'to move' has faded or vanished.
In older Dutch, in modern dialects and also in spoken Standard Dutch we find many departures from these rules. The present study is based upon 900 questionnaires, sent to the Dutch and North-Belgian correspondents of the Institute for Dialectology in Amsterdam. They were requested to 'translate' 19 sentences from Standard Dutch into their own dialects, paying special attention to the use of the auxiliaries. The instructions for the guidance of informants were aimed at achieving answers typical of 'natural language' usage. Of the 19 sentences 7 had zijn as main verb, 6 had gaan, 4 vergeten and 2 verliezen. The verbs were used in various ways, so as to get semantically and syntactically different types (some types occured more than once). The data thus obtained was analysed by a computer.
In this paper I shall attempt to answer the following questions:

- to what extent have the auxiliaries hebben and zijn been used, with which main verbs and in which types of sentences?
- what is the geographical disposition of these phenomena?
- is there any relation between the use of hebben and zijn and the age, sex and social status of the correspondents?

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LANGUAGE POLICY AND FUNCTIONAL MODEL OF LANGUAGE OF ELEMENTARY, SECONDARY & HIGHER EDUCATION.

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Language policy, as a rule, depends on state national policy. This policy is to be based on certain principles. Various functional models of language of education may be created meeting the socially conditioned requirements in functioning & developing of languages. The concise variant of one such models, based on the soviet practice of national languages development. The unit of the fuctional load of language is relatively a certain social function, connected with one particular sphere, field of economy, science, technique, culture, etc. Thus, for instance, book-printing, mathematics. But each sphere breaks down into special subdivisions with their specific terminological systems and other peculiarities. Thus each sphere (and function respectively) with its subdivisions can be the basis for a special functional models, etc.

The Functional Model of the Social Functions of the Ukrainian Language in the Main Spheres of Life Prerevolutionary & Soviet Ukraina.

A relative unit of measuring the functional load of a language	Social functions of the Ukrainian language in the prerevolutionary period	Social functions of the Ukrainian language in the Soviet period
I. A means of mutual communication of the bulk of the population in common life	+*	+
2. The basic language of education at primary schools	–	+
3. The basic language of education at secondary schools	–	+
4. The basic language of education at secondary special institutions	–	+
5. The basic language of educations in high institutions	–	+
6. The basic language of science & technique	–	+
7. The basic language of public life	–	+
8. The basic language of the State institutions in USSR	–	+
9. The basic language of the legal low	–	+
10. The basic language of clerical work & business correspondence	–	+
II. The language of fiction	+	+
I2. The basic language of press	+	+
I3. The basic language of art	–	+

*The sing (plus) implies the presence of a given function, the sing (minus) – the absence of it.

TOWARDS A DEFINITION OF DIGLOSSIA

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It is the merit of Ferguson (1959) to have proposed the term and to have given a description of the phenomenon he called *diglossia*. However, Ferguson's theoretical frame is contradictory and his criteria insufficient. A more general formulation will be proposed agreeing better with Ferguson's own facts and explaining facts his definition excludes. His criterion of function will be discussed and redefined. It will be argued that functions of this sort can be interpreted as sociolinguistic factors and that it is possible by enlarging the number of factors under discussion to distinguish among different diglossic situations such as French vs.Franco-Provençal on the one side and English vs.Welsh on the other. It will be shown that these factors can be represented by means of a matrix of binary features corresponding to such socio-communicative functions of language as employment of 'high' vs.'low' in school, army, administration; in cinema, theatre, TV; with social superiors, friends, dogs, etc.etc. A matrix of 50 binary features will be proposed and demonstrated on a number of languages. Some possible uses of the matrix will be discussed.

A TELEVISION COURSE IN DUTCH FOR NON-BELGIANS WORKING IN BELGIUM.

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Usually televised language courses teaching foreign languages are intended for native speakers of the country in which the programmes are broadcast. The Dutch-speaking part of Belgian television (BRT) has decided to broadcast a course of Dutch for non-Belgians working in Belgium. The latter come from many different countries such as Turkey, Greece, Italy, Spain and North Africa and consequently it was not possible to address each learner in his own language. What is, therefore, original about the BRT Dutch course is that the language being taught is used almost exclusively - exceptions being a brief introduction in 6 languages during an introductory programme which is broadcast five times, and the use of flashcards which remind the learner of the meaning of certain symbols (H= repeat; A = answer; L = read; S = write).

The course is an elementary one and of short duration. There are thirteen lessons, each lasting thirty minutes. The main aim is to provide the learner with a certain number of useful everyday sentences. At the same time the writers of the course have tried to provide a grammatical progression and repetition of grammatical forms and elementary constructions of the language being studied. Vocabulary comprises frequently used words plus about ten which are useful for non-Belgians living in Belgium.

The course is intended either for individual television viewers - a booklet with the texts of the lessons is available for such persons - or for groups, who work for firms, under the guidance of tutors or social assistants. Besides the texts the teachers have been sent a note giving advice on phonetic correction. Tape recordings and sets of slides are also obtainable. The preparation of the course included, among other things, an enquiry into the environments of non-Belgian manual workers and experimentation of the techniques of presentation which have been employed.

A LINGUISTIC APPROACH TO SECOND LANGUAGE ACQUISITION: TWO METHODOLOGICAL PROBLEMS

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1. Foreign language acquisition is of complex nature, and linguistics is only one of the sciences to be applied in its study. The application of linguistic methods is determined by several factors. One of them reflects a fact now obvious: at least two languages must be taken into consideration. The confrontation of different languages implies the necessity for using the methods and results of typology. The description of language systems must take into account the universal, typological and individual rules. The necessity for using a typological approach has been recognized, but in practice, the results of typology have not yet been applied. This fact is explained in part by a lack of typological data, and by the uncertain theoretical status of typology; nevertheless sound results have been achieved that can be applied in contrastive linguistics.

2. The study of foreign language acquisition involves the application of different sciences, of which linguistics is only one. The results of pure linguistic research are applied with those of other sciences to the study of teaching materials, and the investigation of the acquisition process. This fact presupposes a theoretical framework including a linguistic conception matched to a psycholinguistic theory, and principles of application based on the above framework. The construction of such a theory and the development of its methodology is a task for linguists, psycholinguists and philosophers. So far, only the elements of such a theory and methodology exist.

LA COMPARAISON ENTRE LANGUE SOURCE ET LANGUE CIBLE DANS L'ELABORATION D'UNE METHODE D'ENSEIGNEMENT DE LA PRONONCIATION.

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L'étude des interférences entre deux langues en contact dans une situation d'apprentissage ne saurait se contenter de l'analyse contrastive théorique, si complète fût-elle. Seul, un inventaire systématique des fautes attestées, tiré d'un corpus en langue 2 réalisé par des locuteurs représentatifs de la population à enseigner, nous permettra de fonder en vérité nos hypothèses, de déterminer scientifiquement des contextes optimaux et non-optimaux, et d'élaborer des tests de niveau.

L'analyse contrastive proprement dite procèdera en trois étapes : la première, la plus pratiquée jusqu'ici, portera sur une comparaison entre les deux systèmes phonologiques, en vue de déterminer quels sont les phonèmes du système 2 qui n'existent pas dans le système 1. Elle nous alertera sur la nature et le degré de difficulté des phonèmes à faire acquérir, sans nous permettre encore de conclure sur l'ordre de progression à adopter.

La deuxième étape, elle, s'attachera à une étude comparative des distributions au niveau des allophones. On oublie trop, en effet, que le problème de l'apprentissage de la prononciation n'est pas tant de percevoir et de réaliser correctement des phonèmes isolés, que de les discriminer et de les produire dans tous les contextes. En précisant les causes d'interférences au niveau de l'énoncé, cette deuxième étape nous guidera dans la progression d'exercices propres à assurer une fixation en toutes positions.

Une troisième étape enfin, portant sur la comparaison des deux systèmes au niveau phonétique, sera fondée sur l'étude acoustique, plus précise que les données articulatoires traditionnelles. En nous indiquant les différences, sur le plan de la réalisation, entre les phonèmes communs aux deux langues, elle montrera comment l'articulation de ces éléments communs, sous l'influence de la langue source, confère à l'étudiant un "accent étranger".

Nous pourrons alors envisager une progression conciliant le critère fonctionnel et le critère de complexité, et qui éviterait par ailleurs de laisser se fixer au départ des distorsions trop marquées.

IS THERE AN "OPTIMUM AGE" FOR FOREIGN LANGUAGE LEARNING?

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Since Noam Chomsky's revival of a "rationalist" theory of language learning, many linguists and psychologists have been studying the innate aspects of a child's language learning, relating his acquisition of language to his biological maturation. There has been a great deal of confusion about how second language learning fits in with this biological maturation of innate capabilities. Some have argued that there is a peak in language learning ability just before puberty, and that there is a sharp decline thereafter. On the other hand, evidence has been presented that adults are actually superior to children in all aspects of language learning except possibly pronunciation.

In this paper I will argue that the appropriate age for second language learning depends as much on environmental factors as upon biological age. I will re-examine existing case studies of second language learning, comparing them with analogous cases of learning to read and learning to swim, in order to specify the environmental factors which are necessary for a successful language learning experience at a given age, and the factors which make it desirable to learn languages at different ages. It is possible that there is more than one optimum age, depending on these situational factors.

L'AQUISITION DE LA PRONONCIATION DU FRANÇAIS PAR LES DANOIS

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Analyse des fautes de prononciation en français faites par les Danois au niveau du baccalauréat (aprè trois années d'études du français).
L'analyse, qui constitue une partie d'une analyse de fautes plus complète, porte sur l'aspect phonétique de la production orale. Elle est basée sur l'examen oral de 5o sujets qui ont préparé un texte écrit, qu'ils ne connaissaient pas avant. A des fins pédagogiques, l'analyse n'a retenu que les fautes les plus grossières, au total une vingtaine. Pour essayer d'établir dans quelle mesure l'aquisition des mécanismes phonétiques a eu lieu, l'auteur évalue le degré de celle-ci selon les trois critères suivants: a) aquisition réussie, b) hésitation, c) faute systématique.

A STUDY OF THE READING SPEED/COMPREHENSION IN ENGLISH AND SERBOCROATIAN OF THE STUDENTS OF ENGLISH AS A FOREIGN LANGUAGE AT THE UNIVERSITY OF BELGRADE

No studies have been made of the reading abilities of students in Yugoslavia, neither have any studies been made in Europe, in so far as it was possible to ascertain, of a comparison of students' reading speed/comprehension abilities in L1 and L2. Planning of language and literature courses could be improved if some knowledge of students' abilities was documented. Both regular and remedial courses could be devised to overcome the difficulties students experience, handicapped by their lack of skills and faced with a wide-ranging reading program. In this study I, II, III, IV year students of English as a foreign language (from the University of Belgrade) were tested, 60 students in each year. They were tested four times and II and IV year students only twice (February to May 1971). The obtained results were analyzed in the following way:

1. Speed and comprehension in the mother tongue (Serbocroatian)of the students from I-IV year.
2. Speed and comprehension of students in English as a foreign language.
3. Speed and comprehension in roatian were compared with the results from the English tests.
4. The results obtained in the English reading tests (of the first year students only) were compared with those results we had from a language proficiency test. This was done in order to find out the correlation between the reading ability and language proficiency.

"T" test was used to find the significance of the differences in results. The average score in Serbocroatian was about 200 w.p.m.; in English it was even lower, about 170 w.p.m. The degree of comprehension in English and Serbocroatian was about the same. The differences among the students from I-IV year were without statistical significance, both in the mother tongue and in English. Over the period of three months, no significant progress was made in reading in spite of very intensive language instruction (there were no special reading training). The correlation between language proficiency (in English) and reading ability in the same language was low. This study shows that special training in reading should be introduced not only at the secondary school level but also at the university level too. Description of the tests and sample of population is also given in the study. There are 22 tables.

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A SURVEY OF THE READING INTERESTS AND HABITS OF SECONDARY SCHOOL PUPILS AND UNIVERSITY STUDENTS OF ENGLISH AS A FOREIGN LANGUAGE IN BELGRADE

1. Although not documented, a frequently voiced complaint among language teachers is that pupils/students cannot or will not read extensively in the foreign language of their choice. There is also an impression that pupils/students read little in their own language.

2. In view of the intensive reading program involving language and literature studies and the ever increasing outflow of published materials, a survey was devised which would discover the reading experience of young people, how far reading was encouraged or neglected and what impediments existed to widening their spontaneous familiarity with books and reading.

   A questionaire, consisting of three parts, was prepared and administered to the sample of population we had. The first part of the questionaire dealt with the information about the subjects; age, sex, marks in L1 and L2, parents knowledge of foreign languages, number of books they have, etc. The last part of the questionaire included such questions as: what are your most favourite author(s), books, Shakespeare's play (character), what are you reading now, favourite foreign authors, etc.

3. Using translation, students were found to read widely throughout the literature of Europe. Less satisfactory was the discovery that 20% were not reading at all, 42% were not reading in the foreign language of their choice and 66% had not read more than 10 books in a foreign language.

4. Obstacles to wider reading included the time available, the low priority given to reading, difficulty in obtaining books, passivity of students and the need for teachers to be aware of the problem, its extent and means of stimulating students into an awareness of the central importance of reading skills.

   The study includes a detailed description of the sample of population, numerous tables and about 50 pages of text.

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CONTRASTIVE ANALYSIS: DEMISE OR NEW LIFE?

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Many of the difficulties encountered in contrasting languages stem from the unsettled state of research in linguistics and the limitations of present theories of language. The applying of contrastive data to language teaching is rendered even more difficult by the lack of knowledge we have about the learning processes. Despite the many problems to be solved, however, there are good reasons to continue contrasting languages and applying the results to foreign language pedagogy. Not only does the foreign language teacher profit from having access to systematic data but the linguist, himself, is aided by the information gained from the implementation of his theories. Practical applications can shed much light on many theoretical matters such as the so-called 'psychological reality' of linguistic constructs, the notion of 'linguistic competence', and the relation of sociocultural features to grammar.

The abandonment of contrastive analysis would lead ultimately to the denial of systematicity in specific language structures. At the same time, theories about error-making need to take into account more than linguistic systematicity. Phenomena such as overgeneralization and the increasing knowledge of the target language throughout the program of instruction also play a part. Ways to extend contrastive analysis into new areas should be explored. For example, both anthropologists and ethnographers should be encouraged to supply data for use in language teaching. The view that language is more than an artifact of man is set forth and some of the implications of this view for contrastive analysis are discussed.

NEGATION RAISING IN DUTCH AND ENGLISH

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Whether or not Negation Raising in such pairs as
(1) *I suppose it won't rain today.*
(2) *I don't suppose it'll rain today.*
which are synonymous at least in the non-committal sense, is a transformation (R.Lakoff, Lindholm, Seuren) or merely a result of interpretive rules of the semantic component (Jackendoff), cannot be decided upon by the data provided by English sentences alone. An investigation into Dutch sentences reveals that in a number of cases Negation Raising is the only possible solution to convert underlying representations into acceptable surface constructions. This is the case when in the Dutch complement sentences we meet with such elements as pas (not until), al (already, yet), nog (still), nog steeds (still always), ook maar (but), etc. In other cases,e.g. with weeral een keer (once again) we see that Negation Raising is obligatory if we want to keep the synonymy between the two pilot sentences intact.Thus the comparison between Dutch and English forces us to interpret the phenomenon of Negation Raising as a transformational process, optional in most cases, obligatory in others.A number of other constructions reveal that the transformation must be ordered before most other cyclic transformations, and that it does not work after the downgrading transformation (Kajita).
The theoretical impact is that contrastive linguistics, apart from being justified on its own grounds, may often be *a conditio sine qua non* in the description of particular languages. Thus evidence for the format of an English grammar may be found in the data of other languages and vice versa. Hence the theoretical justification of contrastive linguistics goes far beyond the possible pragmatic value it undeniably has for language teaching, and touches upon the methodological basis of linguistic inquiry as such.

DISCRIMINATION OF ENGLISH CONSONANT PHONEMES

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The aim of the paper is to offer an experimentally verified description of the auditory discrimination of English consonant phonemes by Serbo-Croat adult beginners. Fifty Serbo-Croat students without any prior knowledge of English were asked to discriminate among English consonant phonemes in their first class of English as a second language. The distinctive feature of voice was contrasted with English stops and fricatives in pairs of consonant-vowel syllables of the structure CV:CV. Apart from voice the place of articulation with dental and alveolar fricatives was also contrasted. All the consonant phonemes were combined with /i:/. Data obtained when computing the over-all proportion of errors on the contrasts show which pairs had the highest rate of errors and which the lowest. Errors made on same pairs against different pairs were also computed. The results may be useful in research on phoneme perception as well as in developing foreign language instructional material.

TEACHING ENGLISH TO FIRST GRADERS IN BELGRADE

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Four years ago the Pedagogical Institute of Belgrade set up an experimental foreign-language program for first-grade children. As the traditional age for beginning a foreign language in Yugoslavia is eleven or twelve, the new project, offering English, German, French, or Russian, proposed to include the first four primary grades as well. To initiate the project, it was necessary to deal with such problems as curriculum changes, lack of teaching staff and suitable teaching materials. So as to fit the new subject into the first-grade curriculum, parts of other syllabuses /nature and social studies, physical education, drawing/ were worked into the language program. In the belief that an open-minded approach would be crucial to the success of the program, young university graduates who were fluent in the target language but lacked teaching experience were selected as teachers. For the initial oral period, special teaching materials were prepared.

The English language teaching materials, which are described in this paper, provide for a year and a half of exclusively aural-oral work, the length of this period being determined by the fact that Belgrade schoolchildren learn the Cyrillic alphabet before the Roman. English is used exclusively in daily forty-five-minute classes. Structures /66/ and vocabulary /291/ are carefully selected and graded for presentation at a pace which was shown to be manageable for most of the children. To help maintain interest and motivate large classes of about 30 pupils, the materials include games, rhymes, stories, dialogues, and songs. The sections taken from the other syllabuses also suggested ways for the children to learn through activity,i.e. the pupils are told to fly like birds, jump like rabbits. The topics around which the lessons are developed likewise come from the nature and social studies syllabus. In an attempt to prevent both teachers and pupils from inventing un-idiomatic constructions, the materials have been written out so that on the left-hand side of the page the teacher finds everything he is expected to say and do, and on the opposite side of the page everything he is supposed to elicit from the pupils, either in chorus or individually. An early drawing lesson is given in the appendix as illustration.

As the gradual expansion of the program is some measure of its success, Belgrade's experiment and experience might be of interest to others.

SPONTANEOUS LANGUAGE LEARNING THROUGH SOCIAL CONTACT: MEASURES OF SPANISH, ENGLISH, AND GERMAN

By Barbara B. Dreher
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A series of studies was made to determine how much language learning occurs through social contact. Thirty Spanish and English speakers at an international camp for 11 year-olds were tested for phonology and word recognition. Twelve English speakers (age 12-14) who lived with German families for a month were tested for recognition of German vocabulary.

The acquisition of the typical sound patterns of a second language was tested by asking the children to invent words for ten nonsense pictures. These responses were tape recorded and judged by students and experts in Spanish and English phonetics. There was no significant difference between the number of second language words produced by Spanish-speaking and English speaking campers. Their scores were significantly better than those of a matched control group. A comparison was also made with American school children studying Spanish at middle school for the same length of time. Formal study yielded no significant advantage in acquiring phonology.

Results on vocabulary were mixed. At the beginning and end of camp Spanish speakers were given alternate forms of the Ammons and Ammons Picture Vocabulary Test in English. Scores increased 46%. The twelve American youngsters who lived with German families responded to the first fifty plates of the Peabody Picture Vocabulary Test translated into German. Their scores were not significantly better than those of a matched control group. Possible explanations are inadequacy of the measuring instrument, similarity between English and German in basic vocabulary, lack of motivation, and the host family's ability to use English.

METHODISCHE FRAGEN DER TERMINOLOGISCHEN SPRACHBEHANDLUNG

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Zur Berechtigung des Terminus Terminologie als Sammlung von Termini. Nomenklatur als ausgewählter Teil einer Terminologie.

Zur Problematik des Terminus Terminologie als Gesamtheit von Sprachmitteln des jeweiligen Wissenszweiges, zu den Problemen einer Gleichstellung von Terminologie und Fachsprache/n/.

Zur Berechtigung des Terminus Terminologie als Terminologielehre, bzw. Theorie der Terminologie. Die Stellung des neuen Wissenszweiges zu anderen heutigen Wissenszweigen. Ist die Terminologieforschung ein Zweig der Lexikologie? Ist sie Gegenstand der funktionalen Onomasiologie? Kann sie zum Gegenstand der Soziolinguistik werden? Ist sie ein Anliegen der speziellen Linguistik oder das Hauptanliegen der heutigen Linguistik?

Über den Gegenstand der Terminologielehre.

Gegenstand der Terminologielehre sind die Fach-, bzw. die Wissenschaftssprache/n/ in allen immanenten Sprachplänen, vor allem der Morphologie, der Syntax und der Semantik. - Eine Fachstilschicht oder ein eigenes Sprachsystem?

Die kleinste Einheit der monofunktionalen Fachsprachen ist der Terminus. Der Terminus als Benennung des Begriffs innerhalb des jeweiligen wissenschaftlichen oder fachlichen Begriffssystems. Der Spielraum zwischen der natürlichen Sprache und den formalisierten Sprachen. - Zur Segmentierung der außersprachlichen Wirklichkeit durch die natürliche Sprache und durch eine Fach-, bzw. Wissenschaftssprache.

Sprache und Denken.

Praktische Anwendbarkeit der terminologischen Forschungsarbeit im Bereich des fachbezogenen Fremdsprachenunterrichts, im Bereich der internationalen und der nationalen Sprachnormung, im Bereich des UNISIST-Programms.

HOMEOSTATIC STRATEGIES OF HIGHLY MOTIVATED ADULT LANGUAGE LEARNERS.

Resistance to learning is customarily accounted for in terms of such factors as the low motivation of the learner, a lack of evident coherence between the curriculum and the learner's objectives, personal or professional inadequacies in the teacher, especially failure to involve the learner in the learning process, incompatibility between the learner and the teacher, whether personal or social, deprivation in the psychological or social background of the learner, or deprivation in the learning situation in physical terms, as for example a too high learner-teacher ratio or poor facilities, equipment and general environment.

While all these are major factors in learner resistance, it does not appear that learner resistance is necessarily eliminated with the elimination of these factors. Even in a situation where the learners are of high intelligence and motivation, the teachers carefully selected for competence and sympathetic personality and the physical conditions verging on the opulent, negative learning behaviour occurs.

Evidence for this has been accumulated during rather more than two years' operation of the English Language Maximum Intensity Programme of the Inlingua School of Languages, London, which is essentially a high-cost, extremely intensive course of individual tuition. The findings from this source are supplemented by experience with small classes of five to eight learners in connexion with the Inlingua Holiday Courses in English Language.

By "negative learning behaviour" is signified action by the learner which militates against efficient learning. This may be manifested in various ways, including persistence in inefficient work procedures, rejection of learning processes advocated by a teacher recognized by the learner as competent, and attempts to divert the learning situation into unproductive channels. The phenomena under investigation do not include behaviour attributable to learner fatigue, incomprehension, physical malaise or any of the factors listed in Paragraph I of this Abstract.

Negative learning behaviour may be regarded as the manifestation of learner resistance arising from more or less unconscious processes within the personality of the learner. Among such factors are the fear of failure, reluctance to accept one's own limitations, desire to dominate the interpersonal situation, reactions from previous learning situations and the problem of assigning operationally efficient roles within the adult learner-teacher relationship.

Underlying all these considerations is seen to be a basic homeostatic mechanism which endeavours to preserve the learner's own personality image in the face of an unfamiliar set of performance demands and the very considerable mental re-adjustment consequent upon the process of learning another language.

Negative learning behaviour has the further effect that it not only detracts from the performance of the learner, but it also acts on the self-confidence and technique of the teacher. Its recognition and consequent circumvention would therefore appear to be of importance in the training of teachers and the development of effective teaching methods.

- D.P.L. Dry.

CONTRASTIVE PARAMETERS

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The criteria of similarity and difference which Ferguson set up as a basis for Contrastive Linguistics in 1959 had before been previously applied in pedagogical grammar and in dialectology, cf. a French dialectologist saying in 1958: "... une seule méthode pratique me restait: recueillir le plus possible, dans nos parlers, des faits syntaxiques différents des faits syntaxiques du français..." Fillmore made 'equivalence' the fundamental criterion of CL in 1964 (publ. 1966); Nickel and his Stuttgart group reached the stage of formulating equivalence in respect to presence as opposed to absence of rules in two languages, different domains and degrees of acceptability. Coseriu (1970) defines equivalence as 'tertium comparationis which he considers to be of psychologic semantic character, the similarities and differences concerning either the system or the norm of the languages to be compared. Cherubim (1971) distinguishes between actual sentence-semantic and virtual structural 'tertium comparationis'. Krzeszowski (1971) postulates identical deep structures for equivalent constructions "even if on the surface they are markedly different."

In the present CL debate on deep-structural resp. semantic representational vs. referential equivalence and systematic vs norm contrasts, this paper will try to formalize basic relationships underlying system and norm contrasts between two or more languages on a generative basis.

COGNITIVE-BASED LANGUAGE LABORATORY MATERIALS

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This paper discusses the application of the basic tenets of the cognitive theory of learning to develop language laboratory materials designed for teaching English as a foreign language. It shows how transitional steps can be planned to guide teachers and learners towards the new approach. The basic premise is that developing linguistic competence in the learner can be attempted through the improvement of performance if the learner knows what he is doing and why he is doing it. The paper covers the following points:

1. Behavioristic, stimulus-response psychology and lab materials.
2. Cognitive psychology in teaching English as a foreign language.
3. Guidelines for developing meaningful, contextualized lab practices for aural comprehension, meaningful expression, reading and writing.
4. Samples of cognitive-based lab materials on cultural understanding, grammar practice, literary appreciation and communicative competence.
5. Transitional steps to improve lab materials, with the help of other audio-visual aids, guiding the learner from mechanical manipulation of language to meaningful communication.

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PILOT SURVEY OF NATIONAL MANPOWER REQUIREMENTS IN FOREIGN LANGUAGES IN THE UNITED KINGDOM

The Survey, financed by the Nuffield Foundation, under the direction of Professor E. W. Hawkins, Director of the Language Teaching Centre of the University of York, will last 18 months (April 1971 - September 1972). It is being conducted by a team of four, with outside consultants, and guided by a consultative committee of representatives from Industry, the Universities and the Department of Education and Science.

Three main strategies are being employed:

i) in order to find out the types of jobs which include foreign languages, a one-year survey is being undertaken of advertisements in a selection of national newspapers. They will shew the types of job which require knowledge of languages, whether the jobs require their use in the United Kingdom or abroad, and which languages are most frequently needed. These advertisements will also shew the requirements for language skills at various levels of employment, and at various stages of an employee's career. It may be possible to discover what proportion of the jobs advertised do in fact shew a need for foreign languages:

ii) a selection of nearly 1,000 men and women who graduated in foreign languages in 1960, 1968-70, are being asked to complete a questionnaire to discover the use they have made of their languages in their subsequent careers, and the types of jobs they have taken up. It will also be informative to discover where they have used their languages, if at all; whether it is in fact the languages studied at university that they have used, or whether it is other languages they have studied subsequently;

iii) a representative sample of firms in the United Kingdom is being visited by interviewers who will seek the following information: the non-English speaking countries with which the firm does business; the languages in which business transactions are carried out; whether the firm employs interpreters and translators; the frequency of use of various languages; in which departments and areas of activity employees use foreign languages; and whether the firm provides language courses for its employees. It will be particularly revealing to discover the extent to which firms find it necessary to encourage their staff to acquire new languages, and which languages these are. The results should provide background information for comparison with the pattern of foreign language learning in the educational system where 75% of 16 year old candidates for the General Certificate of Education in languages are for French, 17% for German, 5% for Spanish and less than 2% each for Italian and Russian.

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Medienverbund im landeskundlichen Unterricht

"Die Möglichkeiten der Technologie im landeskundlichen Unterricht" waren bereits das Arbeitsthema einer Gruppe des AScla-Symposiums, das im Dezember 1969 in Kopenhagen stattfand.

Damals wurde unterstrichen, dass das notwendige Dokumentationsmaterial zwar von den betreffenden Ländern zur Verfügung gestellt werden kann, dass aber Auswahl und didaktiktische Aufbereitung dieses Materials Sache des Empfängers sein muss.

Ein Kopenhagener Team hat versucht, diese Aufgabe an einem konkreten landeskundlichen Thema zu lösen.

Die Darbietung der bisherigen Arbeitsresultate und eine Diskussion der angewandten Arbeitsweise sollen einen Beitrag zu der umfassenden Problematik dieses Gebietes darstellen.

Gert Engel   Karsten Fledelius   Eva Schünzel

Enoch, H.

France

Modern language teaching for adults.

Under the special circumstances of teaching French at the Technion - Israël Institute of Technology - a very specific adaptation of modern methods(including the audio-visual system) had to be made. This includes the teaching of a foreign language during a two year curriculum for undergraduates and the teaching for graduate engineers during a very short time - one hundred hours approximately.

This teaching comprises language laboratories with special programs, grammar and scientific and technical translations.

All these factors being connected and related, we have made a computerized experience on a hundred subjects, resulting in the establishment of three coëfficients of correlation:

spoken language - intelligence
written language - intelligence
spoken language - written language

The results are interesting, because they have influenced our teaching programs and this has been done to the satisfaction of our students.

Dr. Hanna Enoch

THE VALUE OF THE GRAPHEME IN THE TEACHING OF THE SPOKEN LANGUAGE

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The teaching of writing at the beginning of learning a foreign language seems to have been disregarded with the assumption that the foreign words confuse the learner. This is true in the teaching of whole words as some research has pointed out but it is not the case when begun in the graphemic-phonemic level of the target language. Two experiments carried out by this author suggest the feasibility of this approach provided that materials and procedures are appropriate.

In both experiments a programmed text coordinated with audio tapes which included sections on vowels, consonants, linking, stress, syllabification and intonation was used. After learning phonemic-graphemic relationships the student discriminated between sounds with the appropriate grapheme, progressing to entire morphemes.

In the first experiment a beginning Spanish class at Nova High School, Fort Lauderdale, Florida, was divided into two groups selected at random. The control group began to learn the language in the conventional manner with audiolingual emphasis, while the experimental group began with the new materials. At the end of two weeks both groups were tested on writing and pronunciation. The experimental group was far superior as was expected. Then this group moved into the more conventional materials used by the other group. Another test given a month later proved that this group had moved out in front of the control group in their rate of learning and material mastered.

In the second experiment a class of students who had been taught Spanish for two years at Forest Hill High School, West Palm Beach, Florida, was given different tests and the students were found to still have problems in discriminating sounds, imitating patterns of speech, and writing. Then the materials were given to these students and at the end of two months another test was administered to them. The results indicated that they had greatly improved in their pronunciation and writing, they could now imitate better, they felt more confident in their aural-oral mastery, and they could write unfamiliar words.

These experiments suggest that the teaching of the phonemic-graphemic relationships of a target language help the learner immensely not only in the spoken but also in the written language and does not delay his progress but rather enhances and hastens it.

AN INVESTIGATION INTO "SIMPLIFIED SPEECH" AS USED WITH HEARERS WHO DO NOT HAVE FULL UNDERSTANDING OF THE LANGUAGE.

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The paper investigates the hypothesis that speech communities have conventional varieties of "simplified" speech, such as baby talk and foreigner talk, for use with hearers who do not have full understanding of the language.

English foreigner talk is studied by experimental elicitation and a corpus from a novel. In addition to identifying structural characteristics of foreigner talk, the study also discusses six uses and discusses implications of the notion "simplified" speech for linguistic theory.

TESTING THE RESULTS OF CONTRASTIVE ANALYSIS

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Starting from one of the two values of contrastive analysis, the pedagogic one, the Yugoslav contrastive project produces pedagogical materials which are the results from joint efforts between the analyser and pedagogical adviser. Pedagogical implications result from both contrastive analysis and error analysis, carried out simultaneously under the assumption that full application of contrastive analysis in language teaching can be obtained only if it is combined with error analysis. In this way not only potential learning problems or difficulties but also the intensity of the difficulty and the size of the problems can be discovered. To these two factors (CA and EA) a third was added: the personal experience with errors of all the analysers and pedagogical advisers who, being practical teachers of English, have enough practical knowledge to work successfully on pedagogical materials which are specially adapted for an L_s speaking area where L_t is taught. To ensure the maximum applicability of the results obtained both in CA and EA systematic experiments have been organized in several schools at different levels which have tested the pedagogical application of the conclusions from the reports and studies produced by the Project workers. A team of practicing teachers has prepared a set of specially designed written tests (the Yugoslav project of EA was applied to spoken and recorded material to discover errors in oral English) which have supplied additional material about errors made by S-C-speaking learners of English. At the same time the team has checked all the statements about interferences and teaching implications developed in analysing more than 50 topics contrastively. Testing has shown which errors are based on language interference and which on various non-linguistic factors. In conclusion some detailed results of testing have been given. They represent the main source for the workers on the Yugoslav contrastive project deeply engaged in writing pedagogical material.

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ABSTRACT:

DIALOG MEMORIZATION IN INTRODUCTORY LANGUAGE INSTRUCTION

A COMPARISON OF THREE DIFFERENT STRATEGIES

Methodological guidelines regarding the use of basic dialogs in introductory language instruction vary considerably in currently available textbooks. Differences in the presentation of basic dialogs are investigated and compared. Related research in the past dealing with e.g. sequence and mode of presentation, transfer of verbal material across sense modalities, is briefly reviewed.

The study which this paper is based on had two objectives: first, to provide experimental evidence to identify the most effective type of presentation (auditory, graphic, or a combination of the two) for practical classroom teaching of German at the college level; second, to compare the obtained data with a related study in Spanish (Lado,Aid,Kruvant) and possibly contribute to a theoretical re-evaluation of methodological principles in dialog presentation.

Three different dialogs in German each forming a conversational unit were learned by 27 subjects under three types of presentation. Sequence of dialogs, type of presentation and time control in the learning and test-session were important factors in the design of the experiment.

In the analysis of oral and written recall material the amount of material recalled and the accurracy of pronunciation were of concern. The statistical analysis of the data (Analysis of Variance, T-Test) revealed significant differences between the three types of presentation and lead to the following conclusions:

1. Best memory scores were achieved when only graphic stimuli were involved in the learning process.
2. A comparison with the Spanish study suggests that use of graphic stimuli from the beginning of language instruction is to be recommended for college students studying German or Spanish.
3. The assumtion stated in 2. challenges the need for an exclusive oral (pre-reading) period.
4. No negative effect on pronunciation was found with the use of graphic stimuli.
5. Statement 4. as well as the findings of the T-Test lead to the assumption that if the goal is acceptable pronunciation as well as optimal memorization of material the most effective type of presentation for basic dialogs in German for college students appears to be auditory and graphic stimuli simultaneously.

The paper concludes with some recommendations for further research on this matter (a study in French is presently in progress at Georgetown University).

Comparative Evaluative Research on the Success of Language Planning

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The recently completed three year evaluation of language planning processes in Indonesia, India and Israel focused upon three lexical fields (one each from the humanities, social sciences and natural sciences) and three target populations (teachers, students and general public). Two major criteria of successful language planning were utilized as dependent variables: (1) attitudinal-cognitive acceptance/awareness re language planning and (2) actual knowledge/usage of approved terminologies in the three lexical fields investigated. Differential performance on these criteria was related to a host of demographic, language repertoire, modernization, language consciousness and national consciousness measures utilized as independent or predictor variables.

All in all, the above mentioned two criteria of language planning success proved to be highly predictable from the types of independent variables investigated, with some multiple correlations reaching into the high 80's.

Of equal importance,however, is the fact that systematic between-country differences, between-lexical-field differences and between-target-population differences also obtained. These differences, within a context of overall major predictability, augur well for the future improvement of language planning, both as a theoretical and as an applied field of sociolinguistic endeavor. Thus it appears that attitudinal-cognitive criteria of language planning success can best be attained by focusing upon attitudinal-cognitive predictor variables such as those pertaining to overall modernization,language consciousness and national consciousness. After such criteria have been attained it becomes substantially easier to cope with the largely demographic and language repertoire factors which are most directly related to knowledge and usage of approved terminologies.

DIGLOSSIA AND BILINGUALISM IN AUSTRALIAN ABORIGINAL COMMUNITIES

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Diglossia and bilingualism are shown to have an important bearing upon the social and economic integration of Aboriginals into the Australian national community. Linguistic description (on a model developed from Halliday, 1961-1970) of data gathered by a method of monostylistic elicitation from 29 Queensland Aboriginal communities by a team of linguists between 1960 and 1968 reveals the existence of an L ('low') form of English distinguished from the H ('high') form (General Australian English) used by teachers and administrators. The use of these is found to be socially determined, being appropriated to different societal domains and roles (Fishman, 1971a: 32-35, 73-89). Between the H and L forms a continuum of 'relatively uncodified, unstable, intermediate forms' is also observed (cf. Ferguson, 1959: 332; De Camp, 1961: 80-84). The mutual intelligibility rating for speakers of H and L reaches to below 40°/o. In some communities bilingualism as well as diglossia is found. Aboriginal speakers here still fully retain their original vernacular. Its use, as against that of one or more diglossic varieties of English, is appropriated to specific societal domains and roles. The Aboriginal vernaculars are unintelligible to the great majority of non-Aboriginal Australians. The medium of instruction in schools is the H form of English, but the Aboriginal children who attend them are accustomed to the L form in the home domain. The lack of ready mutual intelligibility between teacher and pupils tends to retard educational progress and subsequently to restrict economic opportunity. Thus diglossia and bilingualism lead to role compartmentalisation and so to social unrest. A comparison of the Aboriginal linguistic situation in Queensland described by Dutton (1970) and Flint (1968, 1970) with that elsewhere in Australia described by Jernudd (1971: 16-32) and Douglas (1968) is made. Discussion of certain similarities between one of the varieties of the Queensland L form and New Guinea Highlands Pidgin is related to the theories of the origin of pidgins discussed by De Camp (1971: 13-39). Difficulties relating to the establishment of a standard H form are discussed. The best solution appears to be that indicated by Ferguson (1959: 338). Diglossia will tend to disappear when a trend towards social integration appears in the community, with broader communication among different regional and social segments. The close relationship between language use and social organization here suggested emphasizes the nature of sociolinguistics as an 'interdisciplinary social science' (Fishman, 1971b: 217).

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KONTRASTIVE BESCHREIBUNG DER DEONTISCHEN MODALITÄT IM ENGLISCHEN UND SPANISCHEN SPRACHSYSTEM.

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Die deontische Modalität ist die kognitive Ebene der Tiefenstruktur der Verbalformen der Notwendigkeit. In einer kontrastiven Analyse der Notwendigkeitsformen verbalen Charakters im Englischen und Spanischen müssen wir eine gemeinsame Ebene finden um den Vergleich erfolgreich vollzuführen. Dazu dient die deontische-modale Logik, die ein Teil der symbolischen Logik ist und zu den vierwertigen Logiktypen gehört.

Diese vier logische Werte sind: obligatorisch - erlaubt - neutral - verboten.

Die Vierwertigkeit stammt aus der klassischen Logik. /Geschichtliche Erörterungen./ Die vier Werte werden in beiden Sprachen verbalisiert, das heisst wir zählen die möglichen sprachlichen Ausdrucksformen der Werte auf. Dabei stellt es sich heraus, dass natürliche Sprachen für rein-kognitive Funktionen nicht völlig geeignet sind./Unterschied zwischen "erlaubt" und "neutral"./

Die Analyse der Kantschen-Wolfschen Modaldreiheit. Ihre Kritik.

In natürlichen Sprachen, in unserem Fall im Englischen und Spanischen ergeben sich Durchgangskategorien zwischen den vier oder den drei Werten. Diese sind: Wirklichkeit, Notwendigkeit, objektive geplante /=subjektive/Notwendigkeit. Die sprachlichen Kategorien der Analyse: subjektive, intersubjektive und objektive Notwendigkeit.
Die Vorlesung stellt die verbalformen der zwei Sprachen auf, und zwar diejenigen, die fast alle Nuancen der Notwendigkeit bedeuten. Die kontrastive Analyse bezieht sich auf drei Schichten:

1. Formelle Analyse
2. Semantische-logische Analyse
3. Weitere Operationen mit den Grundbegriffen der deontischen Modalität.

Probleme der Einheit von Tempus und Modalität in den konkreten sprachlichen Verbalformen. Erörterung derselben Erscheinungen. Die drei sprachliche Intensitätsformen der subjektiven Notwendigkeitsformen: Wunsch, Bitte und Befehl. Logische und illogische Regel des Imperativ- und Subjonctivgebrauchs.

Einige Vorschläge für die Lehr- und Lernstrategie. Eine ständige Quelle der Fehler: die Zwiespalt zwischen impliziter logischer Klarheit und expliciter sprachlicher Redundanz.

Vorschlage für die erwähnten Teile der Lehrmaterialien im Englisch- und Spanischunterricht.

THE URDU-SPEAKING IMMIGRANT'S LEARNING OF ENGLISH MORPHOLOGY

A Comparison of First and Second Language Learning

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A sampling was taken of 14-15 year-old Pakistani boys at school in Bradford. The main point of departure was two studies on first language acquisition, Berko, (1958) and Ervin, (1964), both of which were concerned with the learning of morphology and the question of 'rule' versus 'habit'.

The study raised questions reflected in the psycholinguistic literature, e.g. the relationship between thought and language, the abstraction of language from the utterances of those who speak and whether or not the abstracted units correspond to units of thought. In particular, as the investigation dealt with second language learning, the interesting question was raised as to how far thought is geared to the language and culture of the speaker and how far to a 'universal' Language and Culture of mankind.

The first and second language learners compared in this study revealed interesting similarities in their learning. The ability of both to elicit 'rules' and to apply these in novel situations, was apparent, and the ordering of the acquisitions in terms of difficulties encountered, showed remarkable correspondence. The main point of difference was in the speed of learning, the second language learners seeming to move faster towards the application of their newly-acquired knowledge.

It may be that if these findings can be supported by those of other research in a variety of second language situations a contribution will be made to a general theory of language and its acquisition, from which both learning theorists and language teachers might benefit.

UNE ETUDE CONTRASTIVE DU FRANÇAIS ET DE L'ESPAGNOL ET SES IMPLICATIONS POUR L'ENSEIGNEMENT DU FRANÇAIS LANGUE ETRANGERE

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Cette étude fait partie d'un projet du Ministère de l'Education d'Argentine pour l'élaboration d'une méthode d'enseignement du français adaptée aux hispanophones et plus particulièrement aux élèves des écoles secondaires d'Argentine.

Notre travail comporte deux phases: Une première phase de description différentielle ou de mise en présence des deux langues, avec valeur prédictive des difficultés d'apprentissage. Une deuxième phase sous forme d'une suite de tests qui, appliqués à différents niveaux d'apprentissage de la langue, auront pour but de vérifier et de compléter les résultats de l'étude théorique. Ces tests se montrent utiles dans la mesure où ils rendent compte d'interférences non seulement inter-structures mais aussi intra-structure. Nous insistons cependant à n'accorder qu'une place secondaire à l'analyse des fautes par rapport à l'analyse contrastive et cela pour les deux raisons qui suivent: Premièrement parce que nous sommes convaincus, contrairement à d'autres linguistes, que de nombreuses fautes, apparemment dues à des interférences intra-langue, sont expliquables, à un niveau d'analyse plus profond, en termes d'interférence de la L1. Deuxièmement parce que l'analyse des fautes ne peut jamais rendre compte de toutes les erreurs possibles mais seulement de quelques erreurs actuelles. Comme celles-ci dépendent dans une large mesure de facteurs autres que purement linguistiques et tout particulièrement de la stratégie d'enseignement, déterminée à son tour par le degré où le professeur de langue est averti, plus ou moins consciemment, des différences entre les deux langues, il ressort à nouveau que c'est l'analyse contrastive que l'on doit prendre comme point de départ.

COUNTING FREQUENCIES OF SENTENCE PATTERNS

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Foreign-language courses require a clear description of the language to be taught; investigations have to be performed as to the way in which the matter should be presented to the pupils, and as to the order in which this matter is presented, in order to obtain an ideal gradual progression. Therefore preliminary investigations seem indispensable. This can, a.o. be done by counting frequencies of the structures that occur in the language. Such an investigation may offer a description of a language sample, according to the frequency-order of the different structures. It may be assumed that those structures which are most frequent, will also be most useful and - possibly - easier to learn. The frequency-order also gives a survey of the relevance the structures have, in so far that certain patterns may be stressed more than others in the course.

By now such an experiment is in full development: a corpus of approximately 100,000 sentences will provide us with the material we need. These sentences were selected from 50 plays written in between 1965 - 1972. The ASA-program then adds the syntagmatic information to the corpus, so that it can be sorted on sentence structures. The method proposed has already been verified with a corpus that was limited to 10,000 sentences. Experiments have been performed on the structurs in order to examine if certain tests (a.o. Zipf) that, originally, were designed for applications with vocabulary-samples, can be applied with samples of sentence-patterns as well.

L'IMAGE ET SES DIVERSES FONCTIONS

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Le recours à l'image dans l'enseignement des langues est remis en question. Il paraît nécessaire de faire une distinction entre plusieurs types d'images, d'après leur fonction. Les sept types suivants (images à l'appui) sont proposés:

1. L'image-traduction
2. L'image-situation
3. L'image-conversation
4. L'image-indice
5. L'image-agrément
6. L'image-culture
7. L'image-test

Cette ébauche d'une distinction entre plusieurs types d'images ne représente que la première étape à suivre dans les recherches à entreprendre sur l'image. Une deuxième étape consiste à relever les caractéristiques de chacun de ces types d'images. Une troisième direction de recherche, fondamentale, va consister à chercher le rôle spécifique de l'image dans l'enseignement des langues: recherches à la fois théoriques et expérimentales. D'autres domaines de recherche, connexes, sont également suggérés.

STRUCTURES, VERBAL ACTS AND CONCEPT OF SITUATION IN FOREIGN LANGUAGE LEARNING

Giusti Francesca

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Language teaching must take into consideration the real condition of students who often cannot go to practice in foreign countries, and the few hours the scolastic schedule allows for the language. For this reason, the language in its foundamental concept as instrument of communication, must be a way assuring students a second culture, and the teaching must furnish the structures necessary for the learning of this culture.

Language teaching must pass through the following four phases, which correspond to a distribution of language learning. 1.The learning of the foundamental morphology of the language. 2.Verification of morphologie on literature.3.Analysis of the verbal behavior through the concept of verbal action. 4.The situational learning through the comparison of verbal act with communicative act (through dramatisation and visual aids).

This approach must be constantly based on the relationship between the foreign and mother tongue, not as a translation,of but as a dinamic relation of linguistic aspects of different cultures. In this way it is possible to achieve language as a foundamental part of cultural behavior and through this learning train the students in the analytical and awarness of learning, not only of the foreign language itself.

An experimenatal course is going on this theory.

ELT Teacher Training in Tunisia.

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0.0 Background. Future English teachers in Tunisia receive no instruction in ELT at the University of Tunis. Before being licensed, teachers are visited by inspectors and have fortnightly discussions about demonstration lessons. In order to find a means for compensating this deficiency, experimentation with stop-gap programs has been undertaken.

1.0 ELT summer training programs. A series of summer courses have been offered to students and practising teachers. 1.1 1967 summer course for students. The first course in 1967 had as objectives: (i) introduction to linguistics, (ii) intensive study of English language. Staffing was mainly done locally. 1.2 1968 summer course for students and teachers. Objectives were similar but different levels arranged for the two disparate groups. Algerian students also took part. Observers came from the Ministries of Education in Tunisia and Algeria and universities in those countries. 1.3 1969 summer course for Magrebi teachers. Because of the positive reaction in 1968, a course was arranged in 1969 for teachers from Tunisia, Algeria and Morocco. Staffing was by local experts and by USIS and the British Council. Objectives of earlier courses were retained but emphases were turned towards actual classroom teaching. A model class was provided and video tape used. 1.4 1971 summer course in England. A course grouping Tunisian teachers and British and American volunteers took place in England at a commercial English Language study centre. Despite obstacles generated by centre organisers, a merit of the course was the focus on teaching with ELT materials being produced for Tunisian schools.

2.0 Present outlook. From the course experience, several strategies have been adopted. 2.1 Participants. Selection of participants must be based on two factors (i) homogeneity, (ii) motivation. 2.2 Practical features. The courses must be focused upon particular materials, wherever possible, and practise teaching should be an integral part of the course. 2.3 Location. Courses for ELT teachers can most profitably be arranged in their own country because: (i) organisers and staff familiar with local conditions are available, (ii) practise teaching classes can be arranged, (iii) considerable economies may be realized.

3.0 Tangential conclusions. General ELT teacher training should be relegated to the university and the quite legitimate desire of English teachers to travel in an English-speaking country should be given favorable consideration.

4.0 Future plans. 4.1 Summer courses. A summer course for 1972 has been planned along practical lines. Tunisian teachers and British and American volunteers will take part in a three-week course in September. Staffing will be mainly by the team producing ELT materials, except for intensive language instruction. Tunisians will direct the course. 4.2 Other training Two other varieties of training have proved effective: (i) three-day seminars (ii) one-day meetings with teachers at schools, and they will be continued.

Harry L. Gradman

Contrastive Paradigms for Second Language Learning: Implications for Language Comparison

The contrastive analysis hypothesis has been stated and restated in the past few years such that it presently is accepted as a characterization of language learning problems with limited predictive, though not necessarily limited explanatory, power. However, examinations of the hypothesis have failed to concentrate on a complex model of second language learning, resting instead on a relatively simple second language learning paradigm. Significant research in first language acquisition suggests a developmental theory of language acquisition. If one hypothesizes from first to second language acquisition, applying a developmental base, a new layer of complexity is revealed, only superficially hinted at in few studies of the contrastive analysis hypothesis. The suggestion is that while research into language contrasts for the sake of better understanding of the second language learning process may be nonproductive at present, an examination of the developmental nature of second language learning may well provide the key to future progress. But only after considerable effort has been undertaken with this focus can we ever hope to productively return to the contrastive analysis hypothesis.

A COMPARATIVE STUDY OF THE LANGUAGE LABORATORY IN SCHOOL WITH AN EXCURSION INTO PREDICTIVE TESTING

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Aims

To assess the effectiveness of the language laboratory in a typical school situation; to compare two sets of course materials; and to evaluate a number of supposed predictors of language-learning success.

Design

A secondary school's intake of 100 boys was split into three matched groups and taught German for three years using current methods and course materials. Group-matching was based on the following criteria: IQ, language-aptitude tests, degree of parental support and previous experience of foreign-language learning. The three groups received different treatment:

Group L used an audio-lingual course with a classroom tape-recorder (used when the teacher saw fit) and spent one of its weekly lessons in an audio-active-record language laboratory.

Group T used the same audio-lingual course also with a classroom tape-recorder but with no laboratory experience.

Group N used an audio-visual course with a classroom tape-recorder and spent one of its weekly lessons in an audio-active-record language laboratory.

Other potential variables, e.g. total teaching time, time of day of lessons, teacher effectiveness, were controlled.
Thus differences of group-performance means in the comparison L-T could be attributed to the language laboratory variable and in the comparison L-N to the course-material variable.

Testing

Twenty-three internal tests of achievement, principally tests of listening comprehension, oral production and reading/writing, were given during the first eight terms. Six external proficiency tests in the same skills were given in the ninth and final term. Tests were objective except for oral production tests which were video-taped for later reassessment by independent judges. Attitude tests were also given.

Results

A computer-programmed statistical comparison of group means and variances on all performance and attitude tests was conducted. Performance test inter-correlations and predictor-performance test correlations were calculated. A report will be given on performance and attitude differentials and on the comparative effectiveness of the predictors.

A report will also be presented on questionnaires sent to schools and language advisers in an attempt to assess the typicalness of the situation studied.

TESTING LISTENING COMPREHENSION

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At the Second International Congress of Applied Linguistics in Cambridge (1969) I reported on the state-subsidised "Project for the Development of Listening Comprehension Tests for the final Examinations of secondary Schools". This project was concluded in July 1972. In this paper a summary will be given of this project.

In the 1969 paper, it was stated that listening comprehension on advanced level can only be tested validly by introducing the "situational, contextual" element.

Linguistic (sub)tests alone cannot yield an adequate representation of the testee's ability to decode the kind of auditorily presented information described in the listening comprehension objective. Communicative ability is more than knowledge of the rules which the present linguistic analyses provide.

On the basis of these premisses, listening comprehension tests have been developed which claim to measure the global comprehension of the language-samples presented.

These claims have been proved to be correct on reliability- and validity-grounds.

Scores on these listening comprehension tests have then be correlated with scores on linguistic subtests (lexicon - syntax - phonology) and paralinguistic subtests (memory - concentration - i.q. etc.).

The relative importance of these factors for listening comprehension has been determined.

These findings may warrant the construction of new listening comprehension tests in which the various factors are adequately weighted.

A SEMANTIC ORDERING OF VERBAL COMPLEMENTS IN ENGLISH AND IN CZECH

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/1/ Chomsky's ordering of major symbols in DS is closely related to the SS word-order of English; with Fillmore, the DS ordering is left without any interpretation. We propose to interpret the ordering in DS (or rather in the semantic structure) in terms of the topic/comment articulation (or of the range of permissible focus). This enables us to handle the difficulties connected with operators and quantification (Many men read few books, Many arrows didn't hit the target) within a kind of generative semantics without global constraints.

/2/ In languages with free word-order (such as Czech) the complements of a verb ("cases") are ordered, essentially (in a sentence with normal intonation) according to two factors: /a/ an inherent order of the "cases" (Agentive - Instrument - - Dative - Objective, etc.), /b/ topicalization of a "later" (more dynamic) "case" already known from previous context or situation.

/3/ In English and other languages where the word-order is essentially influenced by grammatical factors, the situation is more complicated. It should be investigated by contrastive method whether the differences are inherent to surface structure only (intonation and grammatical constructions such as passive, cleft and pseudo-cleft phrases play a greater role in these languages), or whether they differ from languages of the former type also in the inherent ordering /2a/. In either case, this approach might be useful in constructing contrastive patterns serving as a basis for foreign language teaching.

THE APPLICATIONS OF ELECTROPALATOGRAPHY IN SPEECH RESEARCH

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An experimental technique called Electropalatography has been developed in the Phonetics Laboratory at Edinburgh University for registering spatio-temporal details of tongue contacts with the palate during continuous speech. The technique is briefly described, and its use in providing quantitative data on lingual articulation is illustrated from the results of a recent investigation, carried out in Edinburgh, into the role of sensory feedback in speech production.

Further potential applications of the technique in the fields of speech pathology, education of the deaf, foreign language teaching and oral physiology are discussed.

STRATEGIES OF VOICE MANAGEMENT IN DYADIC INTERACTION

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The largely strategic and calculative nature of human interaction is, from a social psychological point of view, an exercise in persuasion tactics. All participants attempt to further individual ends by systematically manipulating others' behavior. Toward this end, man employs all communicative channels available to him.

Recent investigations of nonverbal vocal communication (paralanguage) reveal that paralanguage, like language, is a cultural system - socially learned, arbitrarily symbolic, and systematically patterned. Trager (1958)[1], Pittenger, Hockett & Danehy (1960)[2], and Crystal (1969)[3], among others, are pioneering explorations in this traditionally ill-defined area.

Utilizing the same methodological framework and interview of *The First Five Minutes*, but going further, the present study selects five or six "focal points," occurring *throughout* the interview's duration, for paralinguistic scrutiny. Chosen for their saliency in terms of therapist's marked attempts to focus on patient's responsibility for her own behavior, these are meant to show: (1) a tight correlation between therapist and patient nonverbal speech behaviors at each of these key locations; and (2) consistency of paralinguistic patterning across all focal points. Specific parameters selected for analysis include: pitch range and register, overall loudness, tempo, and duration of utterance-segments. Evidence presented demonstrates the importance of voice behavior as a source of information about an interpersonal relationship.

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[1] George L. Trager, "Paralanguage: A First Approximation," *Studies in Linguistics*, 1958, 13:1-12.

[2] R. Pittenger, C.F. Hockett, & J.J. Danehy, *The First Five Minutes: a sample of microscopic interview analysis*, 1960, (Ithaca, N.Y.: Paul Martineau).

[3] David Crystal, *Prosodic Systems and Intonation in English*, 1969, (London: Cambridge University Press).

STUDIES IN SECOND LANGUAGE ACQUISITION, Hatch, E. R., University of California, Los Angeles, California, U.S.A.

Second language acquisition data was collected on a Chinese child learning English in a natural setting (Huang, 1971), American children acquiring Spanish in a kindergarten (Cathcart, Knutson, Adams & Rogosheske, 1972), and Japanese-English bilinguals (Uyekubo, 1972). Incomplete data on the acquisition of English and Spanish (Wingate, 1972) and the acquisition of English by an adolescent Spanish-speaking subject (Butterworth, 1972) are also included in the data base. These data provide the basis for a discussion on the importance of strategies used by the children: rule formation as in first-language acquisition, imitation, topic and sentence expansion, drill play, translation, switching and mixing. The data are also discussed in the light of operating principles and universals proposed by Slobin (1971) for the ontogenesis of language acquisition.

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Butterworth, G. Progress rport on an adolescent's acquisition of English, UCLA, 1972.
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Huang, J. *A Chinese child's acquisition of English syntax*, M.A. thesis, UCLA, 1971.
Slobin, D.I. Operating principles and universals in child language acquisition, paper given at the Conference on Developmental Psycholinguistics, SUNY, 1971.
Wingate, A. Observations on language acquisition, paper for English 250K, UCLA, 1972.

SOME ASPECTS OF SYNTACTIC BREAKDOWN IN APHASIA. Hatfield F.M., Department of Logopaedics, Addenbrooke's Hospital, Cambridge, England.

To determine the syntactic level at which an aphasic patient is operating it is necessary to apply precise tests, and furthermore to distinguish between his competence and his performance. Tests used in this study investigated both competence and performance in speech production and comprehension, particularly in cases of severe aphasia. Results pointed to an order of difficulty of the syntactic structures chosen and suggested guide-lines for re-training. The combination Adjective + Noun (in traditional terminology) was the easiest. More errors were made in the structure N + VP than in the structure N + V (object of Verb deleted). Considerable difficulty in producing passive forms was observed. In many cases there was evidence of difficulty in using prepositions as a word-class.

Reasons for difficulties and deviations are discussed, both in general and in relation to the character of the free speech of the patients.

THE TERMS OF CONTRASTIVE PHONOLOGY: PHONEMES OR FEATURES?

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Contrastive phonological analyses have traditionally been characterized by phonemic, taxonomic orientations. They customarily consist of comparisons of the phonemic inventories, the allophones, and the phonotactics of the languages under consideration. The present study proposes that the traditional orientation be replaced by one incorporating the principles of distinctive feature theory and the tecniques of generative phonology, so as to present comparisons of the distinctive feature matrices and of rules covering both the occurrence of redundant features and the limitations on the incidence of distinctive properties according to phonological environment.

Data from selected languages are used to exemplify the two forms of contrastive analysis: the traditional, taxonomic type and one employing distinctive features and generative rules. The comparison reveals that the latter approach offers advantages in accuracy, explicitness and generality.

CURRICULUM-ENTWICKLUNG FUER DEN FREMDSPRACHENUNTERRICHT AN GESAMTSCHULEN

Heuer, Helmut, Prof. Dr.
Forschungsgruppe zur wissenschaftlichen Begleitung der Gesamtschulen in Nordrhein-Westfalen, Pädagogische Hochschule Ruhr, Abteilung Dortmund, Bundesrepublik Deutschland.

Kritik am traditionellen Fremdsprachen-Curriculum:
Ideologieanfälligkeit, Summierung veralteter Lernziele, soziolinguistisch bedingte Selektionswirkung, Erziehung zum konvergierenden Denken, relative Beziehungslosigkeit zur allgemeinen Sprachbildung.

Die Deduktionsproblematik:
Allgemeine und fachliche Lernziele und Lerninhalte, Modelle von Möller und Freyhoff.

Kriterien für neue Lehrpläne:
Transparenz, explizierte Curriculumtheorie, Offenlegung von Leerstellen, Operationalisierung von Lernzielen, Entscheidungshilfen für Lehrer.

Praktizierte Curriculumarbeit:
Gremien: Landesfachkonferenz, wissenschaftliche Begleitung, kombinierter Ausschuß.
Methoden: Interviews, theoretische und empirische Lehrwerkkritik, Unterrichtsdokumentation, Testentwicklung.

Durchlässigkeitsdifferenzierung:
Verbindung von Fundamentum und Additiva, Modell der erweiternden Differenzierung auf einem Fundamentum in Niveaugruppen, Modell der flexiblen Binnendifferenzierung.

3rd International Congress of Applied Linguistics
Copenhagen, 21-26 August 1972.
Proposal for a paper submitted by John J. Higgins, Lecturer,
Istanbul Institute of Education, Turkey.

Subject Area: Applied Phonetics

Title: The Teaching of Rhythm - Problems and Remedies.

Abstract:

A learner's faulty rhythm habits may reduce his intelligibility and certainly contribute to discomfort for the listener.

The language teacher needs to deal with two variables in the rhythmic performance of his students, firstly the distribution of syllables in time (i.e. stress-timing v. syllable-timing), and secondly the amount of accent contrast (i.e. the way in which some syllables are made prominent, and the gradation that occurs in non-prominent syllables). A teacher of English, which tends towards stress-timing and has a great deal of gradation, will have most difficulty with students who speak a syllable-timed language with little gradation.

This paper examines specifically the performance of Swahili-speaking learners of English, and proposes practice procedures for modifying rhythm habits to produce a more "comfortable" type of English.

Note: The paper is based on research initiated at the University of Dar es Salaam in 1970, and on my book Pronunciation Teaching, circulated in draft by the Tanzanian Ministry of National Education.

JJH

2. 11. 1971.

INTEGRATE OR DIE

THE LABORATORY IN THE ADVANCED LANGUAGE COURSE

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It is widely believed that the language laboratory has little to offer students taking an advanced course. This situation is reflected in the dearth of material commercially available at this level, which discourages teachers still further. Where advanced work is done in the laboratory, it tends to be treated in isolation as a sort of optional extra rather than as an integral part of a coherent whole.

The present paper will discuss the theoretical background and some of the practical results of two quite different French courses for first-year undergraduates entering the university with a pass at 'A' level of the GCE. The first, for students in the Faculty of Social Sciences, is a global skills course with the emphasis on reading and speaking. The second, for language specialists in the Faculty of Humanities, is intended mainly to improve the writing skill. In both cases material has been produced for the laboratory with the specific aim of dovetailing the laboratory class into the rest of the course.

ON REFORMING THE LANGUAGE TESTS OF THE FINNISH MATRICULATION EXAMINATION

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This project is a private effort to examine the possibility of introducing modern language testing procedures into the Finnish matriculation examination. The translation test now being used has long been a source of discontent to just about everyone involved in language teaching, yet the National Matriculation Board is finding it difficult to reform the language test because of a total lack of resources or personnel for experimenting with new test types.

The project is concerned with testing English as "the first foreign language", and its aim is to compose and pre-test an English Test Battery to be submitted to the authorities for consideration as a possible successor to the translation test.

The following two principles form the basis of the research: 1. Everything that is to be actually taught and learnt at school must be represented in the examination. 2.The object of measurement in the examination is the pupils' mastery of the semantic, organisational and motor-perceptive skills involved in linguistic communication; the analysis of linguistic skills followed here is that of Pit Corder (The Visual Element in Language Teaching, Longmans 1966).

The research is divided into parts in the following way:

	no. of sub-tests	no. of test subjects	to be completed
1. Listening test	6	400	Dec. 1971
2. Reading test	3	400	May 1972
3. Writing test	3	300	Nov. 1972
4. Speaking test	5	300	Jan. 1973
5. Test Battery	11-17	1000-3000	Dec. 1973

(Examples of sub-tests: Reading test - vocabulary, structures, reading comprehension; Speaking test - sounds, stress, intonation, oral structures, oral expression)

In the Listening test (total 196 items), which was tried out in May 1971, a reliability coefficient (KR 20) of 0.926 and a relative standard deviation of 14.5 % were obtained, and the test scores correlated significantly with teachers' estimates of their pupils' "spoken language proficiency".

In the second and third parts (now in progress) it has been found that the semantic and organisational skills involved in mastering the vocabulary and structures can be measured by multiple-choice tests just as efficiently as by subjective (completion or transformation) tests. Thus we can do with only one subjective sub-test (guided composition) in the writing test. This is in accordance with a general principle of the project: With such a lot to test and a limited amount of time for the testing, objective tests should be used to measure whatever can be measured by them. Objective tests are great time-savers, and only by using them can we make room in the examination for proper subjective tests in areas where they are indispensable.

THE INTERCHANGEABILITY OF SWEDISH-ENGLISH VOWEL SOUNDS

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Using as a basic assumption the psychologist's transfer learning principle that what the student already knows that is useful in the new situation does not have to be learned, I set out to determine just what - if anything - in the English vowel system could be eliminated as a learning problem for the Swedish student provided he could appropriately use Swedish vowel sounds in English utterances. My effort took the form of a controlled experiment in auditory reactions with resulting implications of both a practical and theoretical nature in the areas of human psychology, language analysis and language teaching-testing.

Using a fourteen vowel phonemic breakdown of the English vowel system, I set up a list of matching pairs consisting of a Swedish and an English word that seemed to me and my Swedish informant to be suitable test items for each of the fourteen distinctive English vowel sounds. A group of five Swedes whose English pronunciation to my ear seemed close to native were taken through the five steps of the experiment and a group of five American native English speakers were asked similarly to perform. Each recorded, and heard both his own and another's (Swede's) pronunciation of the same twenty-eight words arranged in random order and asked to identify each word as either English or Swedish. For the purpose of my experiment, of course, the judgment of the native English speaker was the critical one.

A statistical evaluation of the resulting data indicates that certain vowel sounds - from an acoustic point of view at least - are indeed interchangeable and that reevaluations of impressionistic predictions and spectrographic analyses recorded as of this date in the literature are in order. Further, the differing degrees in acceptability obtained when judged by Swedes and by native English speakers should be of interest to perception psychologists, while the overlap accepted by the subjects suggests a redefining of the concept of "phoneme" without the word "fiction" and with a cross-language base of significance to language universals. As for the teaching of English to Swedes, the advantage of being able to use Swedish words as key words to be matched in striving for English pronunciation of English-Swedish spelling patterns is obvious. With interchangeability of the sound segments and the degree of acceptability predictable, a scale of learning difficulty can be established with testing and lesson planning significance since the relative importance of the lesson material judged in terms of time available can be more easily evaluated.

In any case, from the results of this experiment and their statistical evaluation, it would seem that in the language learning classroom time spent on teaching the pronunciation of isolated English vowel segments can most profitably be kept to a minimum with emphasis rather on prosodic - suprasegmental - features and the relationship between the sounds and the written representations of the English sound segments.

THE NAME AND NATURE OF TRANSLATION STUDIES

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Though the study of translation and translations has a long history, and during the past two decades has begun to display more and more of the characteristics of a separate discipline, there is as yet little general agreement as to what this new discipline should be called. Various arguments can be advanced in favour of the term translation studies as the designation to be preferred for the entire field of study, "a collective and general denomination", as Werner Köhler has written in defining the German term Übersetzungswissenschaft, "for all research activities taking the phenomenon of translating or translation as their basis or starting point."

Pure research in the field of translation studies, like that in any empirical discipline, can be divided into two main areas: that concerned with the description of specific phenomena having to do with translation and translations (descriptive translation studies), and that concerned with the evolution of general principles which serve to explain and/or to predict those phenomena (theoretical translation studies, or translation theory). Besides these two areas of pure research there is a third main area (applied translation studies) which is concerned with the application of the findings of the first two in the actual translation situation, in translation training, and in translation criticism.

Each of these three areas can be further subdivided to create a general model of the entire discipline, a model within which research past and present can be given its place and catalogued. One of the results of such systematic cataloguing is that it becomes clear which aspects of translation studies have been examined in greater or lesser detail, and which have been largely or entirely neglected.

THE CONTRIBUTION OF LINGUISTIC MODELS TOWARDS SOLVING THE PROBLEMS OF LANGUAGE TEACHING, *Hüllen*, Werner; Pädagogische Hochschule Neuss, West Germany

It has become customary to characterize the various models of language description, which have been discussed during the last decade, *as different* from each other. Pedagogical grammar might profit from a discussion which points out their continuous thread of thought development, and characterizes them as *related* to each other in their attempts to solve permanent problems of linguistics. The passive voice can serve as a testing example in this comparison which sets out to cover four models: traditional grammar (Jespersen, Zandvoort), taxonomic grammar (Fries, Roberts), generative-transformational grammar (Chomsky, Jacobs-Rosenbaum), case-grammar (Fillmore, Langendoen).- The comparison yields as permanent problems of linguistics: 1.1 coordinating paradigmatic and syntagmatic criteria for the definition of parts of speech; 1.2 precisely difining the semantic meaning assigned to a word as part of speech; 1.3 distributing formal and semantic criteria for the definition of parts of speech; 2.1 precisely defining the structural meaning of syntactic units of sentences (the syntagmatic definition of these units being the only topic widely agreed upon, apart from questions of terminology); 2.2 defining semantic cases independent of syntactic units; 2.3 describing the relation between the cases and syntactic units; 2.4 describing the relations between cases, syntactic units and the lexical meanings of predicates.- All of these problems appear in all linguistic models, their different answers to them being dependent on a) theoretical presuppositions, b) focus of interest, c) level of abstraction. Even the methods most widely used -*i.e.* description and classification of language (units), substitution of sentence units, comparison and transformation of sentences, distinction between information and the way it is verbalized- may be found in each model.- The linguistic problems enumerated turn out to be teaching problems as well. As pedagogical grammar has to serve the teaching/learning process, it has no reason to decide in favour of *one* of these models, unless it should happen to solve these problems comprehensively. As there is no such model yet, teaching will have to fall back on various models, according to their share (and precision) in solving one or several of the problems mentioned.

ARE MORE EMBEDDINGS BETTER?

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The present paper is an extension of the author's "Teaching Syntactic Maturity," a paper read at the Second International Conference and published (pp. 237-300) in the volume edited by Perren and Trim. This earlier paper gave evidence that, as children mature through the school years, there is a clear and measurable change in the syntax of the sentences they write, and that skilled adults extend the same tendency still further. This change can be measured in either of two ways: as the average number of S-constituents embedded under each uppermost S in deep structure; or, in surface structure, as the mean number of words per main clause plus the subordinate clauses and non-clause structures related to that main clause. Either of these two related scores is a measure of syntactic maturity, and each increases from grade to grade. The earlier paper also gave evidence that this development can be substantially and significantly enhanced by a curriculum devoted explicitly to multiple embedding. However, at the time of the Second International Conference the question still remained unanswered, "Do students so trained write better in the opinion of experienced writing teachers?"

The present paper gives evidence that such a curriculum does indeed produce writers whose work is judged by experienced writing teachers to be broadly superior to the work of comparable students without such training, and that the difference is statistically significant at the .001 level. In view of such success, writing teachers should be encouraged to incorporate such a curriculum into many, if not all, writing programs. It is likely that comparable results would be achieved in languages other than English.

HORIZONTAL VARIABLES IN LANGUAGE LEARNING

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A sample of the English syntactic usage of 2000 Japanese tenth graders in their third year of English study in eleven different senior high schools in Japan was obtained by a 40-item multiple choice and a 40-item close procedure test. Examination of the data reveals that the effects of geographic, socio-economic, dialectal, pedagogical, etc. factors on language learning is fairly constant for all eleven groups and applies more or less equally to different structures. This finding suggests that the output of a contrastive analysis can be generalized for all speakers of a given language even though only a single dialect of the target language is contrasted with a single dialect of the source language. Predictions, however, obtained by two taxonomic-and two generative-based contrastive analyses when compared with the errors of the Japanese students did not match the errors. Furthermore, the predictions of a single analysis based on the assumption that differences cause difficulty correlated with the Japanese errors, but always negatively. This finding suggests that the techniques and methods of contrastive analysis at the present time are so primitive that substantial research into the very basics of the nature of interference is required before an adequate theory of contrastive analysis can be constructed.

DEVELOPMENT OF SELF-INSTRUCTIONAL COURSE IN THE READING OF SCIENTIFIC AND TECHNICAL JAPANESE

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An intensive eight week full-time course teaching scientists and librarians (with no previous knowledge of Japanese) how to read and translate Japanese scientific texts (articles, patents, etc.) has been developed and is taught annually (June-July) at Sheffield University. Techniques of controlled teaching experiment (teaching model, feedback mechanisms) have been evolved to facilitate the transfer of this course into a self-instructional version. A semi-supervised experiment (February-June, 1972) revealed certain features specific to unsupervised work and preparations are now in progress for the first fully unsupervised experiments.

The course is based on unconventional teaching techniques such as special dictionaries, devices for looking up complete verb forms and syntactic patterns, derived from machine translation research and particularly suitable for intensive reading-only courses. The research promises a number of by-products such as the findings about the role of underlying grammar in teaching, the testing of the suitability of new techniques for language teaching and general guide lines for applying such techniques to other languages.

CONTROLLED DISTORTION AS A LANGUAGE TESTING TOOL

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In Spolsky et al., "Preliminary Studies in the Development of Techniques for Testing Overall Second-Language Proficiency", Language Learning, Special Issue Number 3 (1968), pp. 79-109, a technique is described for testing overall second-language proficiency by perception under masking noise. The technique, which is based on sound theoretical considerations and is carefully worked out in a series of experiments, appears to bear great promise. A dictation test is described, consisting of 50 short isolated sentences, divided into five groups disturbed by different degrees of white noise. It is hypothesized that a test of this kind could be useful as a global estimate of the proficiency of the second language learner. For a period of two years, such a test has been used as part of a listening comprehension test at the Department of English, Lund University, Sweden. Results indicate that there are sometimes very sharp differences between a student's score in the noise test and scores in other tests of language proficiency. These differences are shown to be at least partly related to the age and general psychological characteristics of the student. It is therefore concluded that the noise test cannot be recommended as a test of overall second-language proficiency for all categories of students. A dictation test without artificial distortion is suggested as an alternative.

CONTROLLED LISTENING IN LANGUAGE LEARNING: THE DESIGN OF INSTRUCTIONAL METHODS FOR LANGUAGE LABORATORIES AND DIAL ACCESS FACILITIES

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Extensive listening practice is essential to second language learning, yet beginning students lack sufficient command of vocabulary and grammar to listen to long passages without assistance. This project developed and tested a new method for designing instructional materials for language labs and dial access facilities....a method to help bridge the "teaching gap" between rote audio-lingual drills and real-life experience with the language.

Experiments centered around two innovative techniques. The first is the added-parts method, which involves the systematic insertion of new materials into a text already familiar to the student. In the student's first exposure to a passage, only the core or nuclear section (consisting of main ideas, key premises, major themes) is presented. In each successive exposure, this nuclear segment is augmented with additional sections until, in the final exposure, the entire passage is presented. The other technique is compressed speech which permits a taped text to be played at faster-than-normal speed without pitch distortion. Speech compression is an electro-mechanical method in which minute slices of the speech record (a few milliseconds in duration) are deleted and the remaining portions joined together to eliminate the gaps. Time compressed speech was used in conjunction with the added parts technique to accelerate the playback of those segments of a passage to which the listener previously had been exposed. The greater the number of prior exposures, the greater the degree of compression.

Students who were exposed to added parts/compressed speech materials showed 28% greater comprehension and retention (while spending 30% less time in listening) than students using conventional language laboratory materials.

ON THE DEPTH OF DEEP STRUCTURES IN CONTRASTIVE GRAMMARS

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It is the thesis of this paper that the structural depth to which the analysis must reach in the contrastive comparison of languages is a function of the typological distance between the languages in question.

Thus analysis at a higher level of deep structure would suffice for typologically proximate languages while deeper penetration might be required for languages typologically remote from each other.

The thesis is illustrated by reference to a comparison of a number of languages, including English and Hungarian, at various removes from one another.

Thus a contrastive analysis of English and Hungarian need not reach the deepest possible level despite the typological distance between the two languages, e.g.

/1/ E: The child began to feel cold vs. H: A gyerek fázni kezdett
the child to-feel-cold began

/2/ E: The child began to work vs. H: A gyerek dolgozni kezdett
the child to-work began

where all four sentences have basically the same deep structure in Chomskyan terms, while in Fillmorian terms, on the other hand, the child is Experiencer in /1/ and Agent in /2/. However since the two languages converge at the Chomskyan level a deeper analysis at the Fillmorian level is superfluous for contrastive purposes.

COMPREHENSION OF CROSS-LANGUAGE SYNONYMITY IN CHILD BILINGUALS

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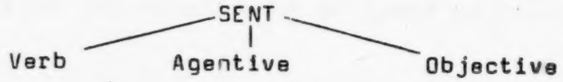
In the simultaneous acquisition of two languages in bilingual children, the appreciation of synonymous sentences across languages reflects a complex set of interrelationships. Comprehension of cross-language synonymity emphasizes language contrasts, gives evidence for the sequencing and rate of acquisition of specific structures in the respective languages, and relates to the level of cognitive development in the child. This paper presents evidence that the understanding of synonymous sentences by bilingual children has multi-faceted implications for language theory.

A battery of comprehension tests was administered in Italian and English to twelve bilingual children, age 6 to 8, living in an Italo-American community. A statistical analysis using the University of Miami computer program FACTOR provided the basis for interpreting the overall pattern for cross-language comprehension of synonymity. A case grammar model interpretation of transformational theory gave the foundation for the linguistic analysis of specific syntactic structures investigated.

Illustrative of the type of structures tested is the syntactically similar Italian-English pair, *the boy hits the ball*/*il ragazzo colpisce la palla*, or the syntactically variant pair, *il ragazzo colpisce la palla*/*the ball is hit by the boy*. Deep structure relationships involved in these surface manifestations are those between agentive and objective cases, represented in the following diagram:



Contrasts in the comprehension of syntactically similar and variant structures in the two languages support the theory that similarities between languages result from deep structure identities and differences from language-specific realization rules.

This study provides empirical evidence indicating a parallelism in the acquisition of structures common to two languages, having implications for a theory of language universals and deep-to-surface contrasts. An appreciation of cross-language synonymity, involving similarities and variants, provides an approach to relating a theory of language with language contrast and bilingualism.

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COGNITIVE DRILLS FOR LANGUAGE LAB.

The term cognitive drills is used here to distinguish these exercises from the traditional repetitive, automatic drills. We have used them for three years now as a basic course for the first year students specialising in English.

If the adult learner is to achieve something more than parrotlike fluency in a finite set of phrases, if, on the contrary, he should be able to make his own sentences for a given situation, then this creative power to make new sentences must be developped. For that purpose he will need a kind of built-in system of rules enabling him to make the right decisions for his own sentences. If speaking is only habit and if learning processes only work on the basis of the behavioristic principle of contiguity with simple one-to-one associations, then automaticity of reponse - unconscious by defintion - should be developped, as it actually happens in the traditional repetitive drills. If on the contrary speaking involves an element of creativity and works with complicated decisions on a higher level, which ~~enable~~ is able to embrace several seperate elements into one hierarchical structure or Gestalt, then the capacity to work with high level decisions in speaking should be developped, rather than the simple, linear associations from one word to another. It is difficult to see how this could be achieved with ~~the~~ drills that involve no choices, or how, in the learning stage for adults, choices could be made without conscious insight into rules.

Speaking however is more than understanding why and thinking: it must be done, and be done fluently. This will be the most crucial practical problem: finding a balance between thinking and doing, between cognitive creativeness and fluency of verbal behavior. Cognitive drills aim at reconciling these two contrasting requirements. The hope is that repeated practice will be able to develop this cognitive-creative speaking capacity to the point where it becomes a subconsciously speaking habit.

(A third requirement is that the approach should be situational.)

The general strategy of cognitive drills is to keep the exercises at the appropriate level of difficulty: they should be so complicated that the student is continually obliged to resort to high level decisions by discriminative insight - precisely the higher ~~level~~ mental capacities should be developed into a subconscious habit - and at the same time they should be so easy that the student is able to speak them fluently instead of merely thinking them. This level can ~~be~~ easily be regulated by manipulating a few aids: for the sake of the appropriate easiness the use of constant models of conversation, and for sake of the appropriate complicatedness the length and the number of the models, their gradual mixing and remodelling. As the lessons proceed and the learner acquires more and more proficiency, difficulty can be gradually increased, the result being that he gradually comes nearer to the endless variety of every day speech while remaining sufficiently fluent.
This is an example of one model,used for the past tenses,and of what the students get on their sheets;there were six models in all.

4.While Mrs Web(do)some gardening yesterday,she(wear)a big hat, .Yes .
often before,while ?/Last month every Sunday;today all day.

We call words like yesterday,often before,today all day,"decision-makers" or "mediators" as they force a decision about the tense to be used and at the same time they simulate and elicit active speech production.This avoids a disadvantage of many problem-solving exercises with blanks:there the student reads the text passively and his activity is merely intellectual.If one only uses one model,the students will soon learn ~~efxeach~~

the place of each grammatical structure and proceed with spatial indications, just as rats do in a Skinner box for the lever. To rule this out we always work with several models at once, constructed in such a way that the grammatical cues systematically occupy a different place in each model. In that way the students are forced to discriminate between the crucial element in the different cues. An important finding of Gestalt psychology is that better discrimination makes for better understanding, better retention and better application to other situations.

A final step, which is no longer drill but conversation, would be to have the students converse on "rule-centered" topics, i.e. topics ~~or situations~~ that necessarily and naturally would induce them to use some grammatical structures and apply them to other situations

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APPLIED LINGUISTICS AND THE FLES PROGRAM

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Research and practice have proven that children at very early age levels not only have greater power to learn a second language through acqiring pronunciation, intonation and automatic feel for the meaning and structural patterns than older childern and adults, but also develop a linguistic capacity which will enable them to learn further languages with more ease.

It is therefore astonishing that the curriculi of most school systems have not taken these facts into consideration and that their methods and didactic principles used are designed for adult language programs, emphasizing conscious-choice learning and disregarding the specific psychological and neuro-muscular conditions of the early age levels.

In the United States attempts have been made to introduce a second language in the elementary schools, but they have remained limited in scope and breadth. In Europe where through the new mobility of the working population new problems of second language learning have arisen, little has been done to develop radically new programs which take into consideration the particular problems of psychology of learning and applied linguistics. A simplified secondary school FL program which neither fulfills the needs ofthe young child nor does justice to the development of the learner will in most cases lead to a negative attitude toward the second language and the second culture.

It is evident that the linguistic awareness of the mother tongue has at this early age not yet progressed to the point where comparisons and conscious analysis and discrimination can be applied. It is imperative that the second language is taught independent of the mother tongue, thus reducing interference to a minimum. The second language is then learned as a second mother tongue. The carry-over from one language to the other should only occur when most of the linguistic patterns of the second language are well established .

The current FLES programs are often more than unsatisfactory and inadequate: they either overemphasize the play motive and thus neglect a sound, structured linguistic base, or they insert too many conscious linguistic principles and rules. In the first case the reward of the new language behavior is missing due to uncertainty effects. In the second case lack of motivation and interest prevent steady progress. Furthermore the mutual interference may hamper the performance in both the mother tongue and the second language.

It is therefore essential that new programs be developed for very young children based on physical, psychological and linguistic principles in order to utilize the language capacities and capabilities of this age group of learners.

SOME CONCEPTS AND RELATIONS OF APPLIED LINGUISTICS SUGGESTED BY C.S.PEIRCE'S PRINCIPLES

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The objectives of the present paper are the following:

(1) to sketch the theoretical principles of C.S.Peirce concerning the analysis of language, using procedures which simulate real life where a human being assesses the language performance of another human being.

(2) to indicate a revised form of applied linguistics suggested by these principles. Although there appears to be no reason to expect "total formalization" of language, much of the process called in its totality "reflection" on reality, perhaps iterative and recursive, socially and naturally may be expressed by the well-known mathematical terms of discrete and continuous. Peirce's continuum is that which the logic of relatives shows the true universal to be and every continuum is a living and conscious being.The only valuable things are the continuities. The spilling out of continuous systems in thought, in sentiment, in deed, according to Peirce, is the true end of life. Peirce's continuum in language provides an answer to surprisingly large classes of theoretical and practical problems such as delimitation of truth values in presuppositions, delimitation between language and dialect,delimitation between protolanguage and language, transition from protolanguage to language, transition from one linguistical development stage to another, from a geographical area of a language to another, etc.Peirce held that except in the formulation of conjecture, elements of mathematical reasoning are to be found in all areas of man's thought. This would be consequently true of language.

(3) After characterizing certain logical fallacies and inaccuracies resulting from the neglect of the principle of continuity approximated by discontinuities, this paper will deal with theoretical and practical aspects of the relation between the continuous and the discrete in the enseignement of target languages. The basic language, a kind of continuum, implies target language, a kind of discrete, and the discontinuities approximate in the learning process the target language which changes little by little as it becomes transformed for inclusion in the base.

CONSTRUCTION de TESTS comme INSTRUMENTS de RECHERCHES PEDAGOGIQUES.

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La Fondation Académie par Télévision (Teleac) a élaboré un cours de français pour adultes débutants et faux-débutants en prenant comme base la méthode En Français composée sous les auspices du Ministère des Affaires Etrangères de France.
L'objectif de ce cours est de développer la compréhension et l'expression orales.
Le matériel pédagogique se compose de leçons télévisées, de bandes magnétiques et de textes écrits.
Les instructions et les explications font partie du matériel pédagogique, l'étudiant travaille sans l'aide d'un professeur.
On se propose de mesurer l'efficacité de cet ensemble pédagogique, étudié d'après une méthode purement individuelle.
Les instruments de mesure sont:

1. Des épreuves susceptibles de révéler les modifications qualificatives dans la compréhension et l'expression orales, c'est-à-dire les changements, qui se produisent dans l'aisance de parole, le débit, la correction phonétique et grammaticale etc.
2. Des épreuves susceptibles de révéler les acquisitions linguistiques matérielles, c'est-à-dire le contenu lexical et grammatical qui s'est fixé effectivement dans l'esprit de l'étudiant.
   Les tests du type 2 sont calqués sur les caractéristiques du matériel pédagogique. Par conséquent pour élaborer ces tests il faut analyser le contenu linguistique du matériel en rapport avec l'organisation pédagogique de la méthode. Donc il ne suffit pas d'établir la fréquence des mots et des structures, il faut aussi examiner leur répartition sur les différentes leçons, sur les différents moyens visuels, auditifs et écrits, sur les différents actes didactico-linguistiques à accomplir par l'étudiant.
   On traitera:

a) La méthode statistique pour trouver l'indice de répartition.
b) Les critères pour corriger l'indice de la fréquence brute.
c) La construction d'un test adapté au cours.
d) L'analyse des résultats d'un test d'expression orale.

Abstract of "A New Method for Syntactic Machine Translation"

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Existing systems for syntactic machine translation are examined and found wanting in two crucial respects: either an adjustment (which is always inevitable) in the grammar of one member of the translation pair entails a corresponding adjustment in the algorithm, or, if the algorithm is stabilized by being separated from the grammars, either too many outputs, or the wrong outputs or both result in a discouragingly large percentage of runs. A new grammatical analysis and notation are introduced which, by simulating context sensitivity in a recursive context-free framework, prevent unwanted outputs while at the same time guaranteeing an appropriate analysis for each input structure. The algorithmic implementation of this analysis is then discussed in detail.

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EXERCISES IN THE TEACHING OF SECOND-LANGUAGE READING COMPREHENSION

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Various undergraduate and graduate courses are concerned with the teaching of comprehension of texts in a second language. One of the specific problems encountered is the preparation of exercises based on the content-processing of texts.
Exercises employed in manuals used in teaching French reading comprehension are analyzed and general linguistic aspects of the problem are shown. A classification of the basic types of such exercises is presented and their respective merits discussed.

CONTRASTIVE SENTENCE PHONOLOGY

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Contrastive phonology has been preoccupied with the phoneme concept and the isolated word. I shall show in this paper that an extension to phonetic phenomena and processes of the sentence is not only possible, but necessary because the comparison of sentence characteristics even in the segmental domain, i. e. with regard to e. g. assimilations, elisions, weak forms, shows up basic congruences and divergencies between the contrasted languages which cannot be captured by an analysis of word-phonological systems (even when including allophonics) and phonotactics. The importance of phonetic features of the sentence for correct semantic interpretation and for intelligibility will be demonstrated by a discussion of assimilations, elisions and weak forms in English and German. Conclusions are drawn for the application of contrastive sentence phonology to foreign language teaching.

SOME METHODOLOGICAL CONSIDERATIONS ON CONTRASTIVE ANALYSIS

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This paper deals with some methodological aspects of descriptive models and theories with particular emphasis on their adequacy and relevance. Contrastive analysis is discussed with respect to the methodological background. I will show that a naively empiricist basis is the reason for the often stated irrelevance of Contrastive analysis for pedagigical purposes, and also that giving up the rigid and unreflected notion of so-called objective experience in contrastive studies is a condition for the applicability of their results. Taking experience relative to a theory one can question the purpose of scientific work in such a way that the answer provides criteria for the constitution of the theory. I will make suggestions about the structure of contrastive analysis and its status within the framework of error analysis. Especially questions concerning the empirical assumptions, the syntactical basis, and the comparability criterion will be discussed.

THE FUNCTION OF THE FOREIGN-LANGUAGE TEACHER IN TELEVISION INSTRUCTION

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The role of the foreign-language teacher varies with the teaching-method used and the technological aids available. In devising a FLES course in which television is the main teaching-aid the role of the teacher and the selection of a teaching model is mainly determined by the limitations of the medium of television. One of the main problem-areas is then the relation between tv-teacher and class-teacher.
The Department of Applied Linguistics of the Free University has set up a research programme, aiming at the development of a two-year English course for elementary school pupils in which television is the carrier of the presentation- and part of the exploitation-phase of the lesson.

In this paper I will discuss the working-hypothesis that has been drawn up as to the qualitative and quantitative aspects of the function of a tv-teacher on the basis of an analysis of the exploitation-phase of a lesson in a FLES course.

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LINGUISTIC THEORY AND THE TEACHING OF GRAMMAR

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This paper deals with the teaching of grammar of a language to native speakers under particular conditions: they are undergraduate university students; they will graduate to be high school teachers of language, and optionally to prosecute postgraduate studies of linguistics. Regardless of the concrete situation --number of courses, number of students, etc.-- the theoretical and methodological basis must be comprehensive and consistent in order to give the students 1) a rather complete view of the grammar of that language; 2) the tools to solve particular problems with reasonable adequacy; 3) a solid foundation for a postgraduate specialization in linguistics. A theory has been growing up with various contributions (Saussure, glossematics, Prague school, Bloomfieldian linguistics) and was recently outlined by S.M.Lamb as stratificational theory. It fits the above conditions in its basic assumptions: 1) a language must be viewed as form manifested in substance of content and substance of expression; 2) the structure of a language is a system of interrelated structures or strata, distinguishable by the units, the elements the units build up, the peculiar tactics of the elements of each stratum, and the relations of the units and the elements with the other strata; 3) the major strata are expression and content, the latter comprising grammar and semology; each stratum consists of two substrata(phonetics, phonemics, morphemics, lexemics, sememics, semantics); 4) the whole system is relatively relevant to grammar proper since certain grammatical systems are organized according to phonological data (as intonation/ types of sentences) or directed by semological properties (as sememic conditions for pronoun usage); 5) the system eliminates the dichotomy "surface" and "deep" structures in a natural way, and recent proposals of generative semantics can be viewed as reducing surface and deep structures to levels similar to grammar and semology, respectively. Another aspect is the formulation of the description, for which there is no need to adopt a particular model throughout. According to the subjects it may be: the system of postulates and definitions; X-dimensional matrixes; tagmemic formulae; graphs of syntagmatic relations (Chomskyan trees); graphs of syntagmatic and paradigmatic relations (Lambian trees); sets of rules.

Some material used in the classroom is added.

EXPLOITATION OF INTERNATIONAL WORDS IN TEACHING ADULTS

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Adults being taught a foreign language from textbooks containing description or/and conversation on everyday life and from texts on scientific, technological or political, social and cultural problems are prepared not only to enter into the normal social intercourse but also to take part in international cooperation or at least to support international contacts. This trend meets the requirements of peaceful coexistence in the contemporary world.

When we want to facilitate the approach of adults to the texts various in character we must take into account both the capabilities of adults, and differentiated language phenomena to be acquired by them. Thus we exploit the capability of logical thinking, of experience, of associating similarities in several languages, of inclining to mnemotechnic devices. We exploit parallel and contrast phenomena in the first and second languages. Among the parallel phenomena carrying some notion of familiarity in languages so called international words draw increased attention in teaching methods especially in socialist countries, e.g. in the Soviet Union, Czechoslovakia etc. International words are understood as such expressions that coexist in two world languages (e.g. in English and Russian) and at least in another language. Anyone of these languages may be the first language or the second language.

Our experiments lead to the following remarks:
The teacher should not only stress the equivalent usage of international words but also show the cases where international words are used adequately in the context of one language and not used for some reason in that of another language even if they coexist in vocabularies. Moreover, it is possible to observe such cases where international words are used adequately in the context of one language and not used in the context of another one just because they do not exist in proper word forms there but they may be noticed in roots or suffixes of other international word kinds. Last but not least, it is necessary to warn against so called international faux amis having similar forms and different meanings.

The teacher shows the distinction between the central group of international words i.e. terminology, and random forms requiring some explanation to be of use in memorizing. The teacher stimulates the independent recognition of international words to increase the self-consciousness of adults. At the same time he controls this procedure to be in accordance with real formal and meaning relations. He refers to dictionaries of foreign words.

The suggested procedure corresponds to the facts that the international communication strengthens, and the tendency towards the internationalization of a language is more evident.

CASE GRAMMAR AND LANGUAGE TEACHING

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Linguistic investigations have illuminated considerably the task of the student and of the teacher in foreign language pedagogy, at least so far as phonology and syntax (in the narrow sense) are concerned. Systematic treatment of semantics has been less successful. However, recent attempts to approach grammar from a semantico-syntactic basis are rich in potential applications, and they deserve the attention of those who are concerned with formal language teaching. This paper examines, from a pedagogical point of view, three inter-related ways of describing some common English verbs: the semantic features of the verbs themselves (e.g., status, process, active); the deep structure "cases" of noun phrases associated with the verbs in sentences; and the possible features of those noun phrases (e.g., abstract, animate, human).

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A DICTIONARY OF COMMON LANGUAGE AS A REFERENCE IN LANGUAGE TEACHING

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One of the problems in language teaching faced by a multilingual and multidialectal country like Indonesia is how to prepare texts in a variety of the national language that is widely understood and accepted as good usage by the speakers, free from features that are peculiar to the existing regional and social dialects.

A research was undertaken to find out the kind of grammar, vocabulary and style that will meet this condition.

The paper presented here describes the research in the area of vocabulary that eventually resulted in a normative dictionary that is expected to be useful for writers of textbooks on all levels. (The research on grammar and style is still in progress.)

It was found out that the idea of common language originally conceived and elaborated for religious purposes by William L.Wonderly and associates in the USA proved to be valuable, and with minor modifications should be applicable to language teaching.-

"CIVILIZATION" AND "CULTURE"
TWO EUROPEAN KEY-WORDS AND THEIR CONCEPTS AND DEFINITIONS

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A change in the use of words may reflect a change in people's ways of thinking about their common life, about social, political and economic institutions.
This is true for a number of words, which are now of capital importance, among them "civilization" and "culture".
The two terms came into common English use or acquired new and very different meanings towards the end of the 18th or the beginning of the 19th century.
By the end of the 19th century two main concepts of "culture" had evolved, a literary one with a strong tendency to emphasize the intellectual side, and the anthropological one.
In the latter sense, as "a whole way of life, material, intellectual and spiritual", "culture" has, since Tylor, become a near-synonym of "civilization".
It is the subject of this paper to follow the further development of these concepts through to our own day.
As, probably due to German influence, the two words are occasionally used as antithetical terms, it also seems worth discussing the usage of the German words and the difference of meaning in the two languages.

DISTINCTIVE FEATURE ANALYSIS IN THE TEACHING OF VOCABULARY

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The application of theoretical linguistic principles in the teaching of phonetics, phonology and syntax has become well established by now; as regards the teaching of vocabulary, however, there exists a considerable deficiency, for which the traditional conceptions of meaning are to be held responsible. An improvement is being suggested by the application of the basic principles of distinctive feature analysis as used in phonetics and phonology. By giving up the unit of the word as the basic unit in vocabulary teaching, contemporary semantics enters the deep structure grid of semantic features. We attempt to develop a *modus operandi* which ensures that extra-linguistic features, linguistic features and connotative-associative features are treated alike. The didactic consequence of this procedure should result in a clearer method of establishing the linguistic progression of lessons devoted to the learning of vocabulary.

3rd International Congress of Applied Linguistics

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TECHNICAL RHETORICAL PRINCIPLES AND GRAMMATICAL CHOICE

Abstract

Recently, much interest has been shown in the notion "rhetoric" in the English of Science and Technology (EST), and in the effect that specific rhetorical choices have upon grammatical forms. This paper 1) defines rhetoric in EST in terms of the essential notion "conceptual paragraph"; 2) presents and describes the two major categories of relational rhetorical principles -- natural and logical; 3) presents examples of several of these principles and examines their effects on specific grammatical choices in EST; and 4) provides examples from areas of grammar which, traditionally, have been difficult to describe linguistically and to teach to foreign students -- e.g., article use and tense choice.

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WORD STRESS IN SPOKEN ARABIC OF CAIRO

by
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A system inherent in spoken Arabic of Cairo (SAC) renders its stress pattern totally predictable, and many attempts have been made to describe it. Virtually all of these descriptions, however, seek the solution of the problem in determining the position of the stressed syllable in relation to other syllables in the word, thus imposing a mechanical device on the language which is foreign to it.

A fresh approach backed by a simple experiment reveals that a stressed syllable has a limit of tolerance which restricts its behavior. This restriction is dictated primarily by the length of the stressed syllable and the environment in which it occurs. The precise movements of the stress can be accurately determined by an analysis of the internalized system which the native speaker employs in assigning stress to syllables. From this description emerges a set of irrevocable rules which determine the exact movements of the stress as well as the mechanism which keeps it within its limit of tolerance. The results are then plotted on a grid which shows that only five environments allow the occurrence of stress in SAC. Knowing these rules, then, a student of Arabic as a foreign language will be able to predict the stress pattern of the language unaided by the teacher.

ETUDE EXPERIMENTALE DE TROIS TYPES D'APPRENTISSAGE DU VOCABULAIRE A L'AIDE D'UN FILM MONOCONCEPTUEL TENANT COMPTE DE LA PLACE DU MESSAGE VERBAL, PAR RAPPORT AU MESSAGE VISUEL.

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Sous-titre: L'apprentissage de verbes: étude expérimentale tendant à mesurer les valeurs respectives de trois modes d'apprentissage du vocabulaire, à l'aide d'un film monoconceptuel muet accompagné d'un message sonore indépendant dont on fait varier la position par rapport au messag visuel.

Le but de cette étude expérimentale est de connaître le me leur mode d'apprentissage du lexique verbal.

Faciliter la maîtrise du vocabulaire, c'est faciliter indirectement la tâche d'assimilation des connaissances. Nous avons pensé recourir, pour les besoins de l'expérience, à un certain nombre de film monoconceptuels réalisés en vue de faciliter l'enseignement et l'apprentissage des termes précis. Ce type de film animé présente, pour l'enseignement des verbes, un avantage sur les images et les films fixes: le verbe exprimant principalement l'action, il semble préférable que l'élève apprenne à identifier celle qui se déroule sur l'écran plutôt que celle qui est figée sur une image.

Pendant la projection d'un film sonore, le maître voit souvent son rôle réduit à celui de "simple spectateur". Or, les films monoconceptuels sont muets; ils amènent donc le maître à s'interroger sur le rôle qu'il doit tenir afin de tirer le meilleur parti possible de ce moyen strictement visuel.

Contrairement aux films sonores, les films monoconceptuels muets laissent le maître entièrement libre de commenter les images apparaissant sur l'écran au moment où il le désire. Est-il souhaitable de commenter le film au moment de sa projection et pendant la durée de celle-ci? Serait-il préférable d'introduire les termes de la leçon avant la projection ou de les revoir à la fin de celle-ci?

Face à ces questions, nous avons décidé, pour fin d'expérimentation, de remplacer la voix du maître par une trame sonore destinée à accompagner le film monoconceptuel. Nous avons analysé l'effet que pouvait avoir sur l'apprentissage d'un vocabulaire donné, la position occupée par cette trame sonore (message verbal) par rapport au film (message visuel).

POUR DES TESTS DE CLASSEMENT PLUS EFFICACES

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Parmi les tests de classement que l'on peut trouver présentement sur le marché, il y en a plusieurs qui constituent des exemples probants de la tendance que semble avoir cette branche de la linguistique appliquée à fonctionner dans un vacuum réconfortant.

Ces tests présentent des faiblesses à l'un ou l'autre des divers niveaux de connaissance sans que, dans la majorité des cas, il ne soit possible de prévoir ni la qualité du classement fourni par le test ni le type d'homogénéité de ce classement et ce, malgré l'omniprésence de données docimologiques qui devraient être rassurantes.

L'auteur suggère que c'est le divorce d'avec la réalité de l'étudiant de langue seconde qui cause l'ensemble de ces difficultés. En effet:

a) les tests s'adressent à une masse indéfinie d'étudiants et non à l'étudiant;

b) les tests sont souvent employés sans discernement et sans référence à leurs objectifs;

c) au niveau de leur contenu, les tests sont complètement subjectifs;

d) les tests mesurent de façon trop restreinte un moment précis de connaissance.

Il est proposé que la solution à ces difficultés réside dans l'examen complet et attentif de la réalité de l'étudiant dans la salle de classe en rapport avec les éléments fondamentaux du test de classement.

THE CONTRIBUTION OF CONTRASTIVE LINGUISTICS TO THE PREPARATION OF LANGUAGE-TEACHING MATERIALS. +LEE, W.R. Hounslow, Middlesex, England.

In the early days of contrastive linguistics things appeared simpler than they do now. The power of L.1 interference with L.2-learning was recognised, but little was said about other sources of error. The assumption was made that the linguistic content of a course could and should be determined by comparing L.1 and L.2 and eliminating what they had in common. There was strong emphasis on the predictive value of such contrastive studies, and observation was thus undervalued. Traditional contrastive study is of value in revealing the sources of certain errors (those which result from L.1 interference) but detailed study should be made of other types of interference too, and particularly of the ways in which those parts of the L.2 the learner has already met with can interfere with further acquisition of the L.2. Study of this kind should include detailed observation of the environment in which learning successes and failures occur (teaching procedures, materials, etc).

Language-teaching materials need to be based mainly on the learners' interests and experience, although the structural items to be taught may be chosen first. Contrastive studies can then be applied as a sort of combing out, involving the temporary rejection of material known to offer marked difficulty, and a more enlightened policy of sequencing and separation. The contribution of CL to the choice of language-teaching materials is thus negative rather than positive.

MARGINALIA ON COMPILING BILINGUAL DICTIONARIES

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The author states his viewpoints as a compiler of middle-sized dictionaries (Romanian-English,English-Romanian),keenly aware of both the utility of such works and their inevitably imperfect character ("In fact,they can never be finished"- Goethe.) After the enumeration of some major objective difficulties (selection of entries and meanings; order of entries and meanings; derivatives; word-combination limitations in the two languages; grammatical characterization - predication,determination, etc.; errors in the lexicographic sources; "up-to-dateness") , follows a list of suggestions of which most have been observed in the author's two dictionaries (strict alphabetic order of entries,with the inclusion of abbreviations and proper nouns in the dictionary proper; a maximum of information with a maximum of space-economy - by means of special technical devices,e.g. the slanting line,which separates replaceable synonyms as in "to sleep like a log/a top",etc.; particular attention paid to grammar and stylistic appurtenance; grouping of compounds,phrases , proverbs and examples in 4 categories,etc.).

1. RESPONSE LEARNING SYSTEM
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The aim is to combine synchronised moving pictures (on film and/or on video-tape) with the active pupil response method of language self-instruction of the audio-tape recorder - language-laboratory type of learning situation.

Relatively simple special apparatus was devised to link the audio output of film projectors (16 mm or Super 8 mm) or video tape recorder (1" or ½") to an Audio Active or Audio Active/Record head set of earphones and boom microphone, and then to record master track and pupil response.

Teaching programmes, structured for active pupil response and with visual stimulus reinforcing oral cues were recorded on to video-tape or transferred to suitable gauge film.

The Response Learning System was tried experimentally
(a) to teach or improve the English of overseas immigrant children at local schools and an Immigrant Language Centre;
(b) to reinforce the teaching of French in a primary school;
(c) to improve the fluency in Russian of undergraduates at the University of Surrey.

CLAUSES AND CASES IN ENGLISH AND FRENCH IN CONTRAST

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A surface structure analysis of Clause Units in English and French is presented basically in tagmemic formulas. The Clause Units in each language are cast in a two-dimensional grammatical field: Clause Class Dimension, and Clause Type Dimension. Similarities and differences are then pointed out in terms of Clause Classes, Types, Units, and pre-*Aspects* surface-to-surface transform rules.

The surface case realizations expressed in tagmemic formulas above constitute the overt case systems. In addition to them, there are equally important covert deep structure case relations between the nominal and the verbal tagmemes. Such case relations will be pointed out in French and English, and then contrasted for pedagogical purposes.

Grammatical drills will be based upon surface-to-surface transform rules to derive the other Clause Classes from the Declarative Clause Class, the Passive Clause Types from the Active Clause Types and so on, and upon the overt case realizations of covert case relations. Theoretical and applicational points will be examplified in concrete suggested drills in French for English speakers and vice versa.

L'EMPHASE DANS LES TITRES DE JOURNAUX

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Nous sommes tous quotidiennement assaillis d'énoncés emphatiques: sur les murs de la ville, par les ondes, dans les journaux.

Le titre de journal est un lieu privilégié de l'emphase , car il est à la frontière entre l'image (de laquelle il participe souvent par sa typographie) et le discours littéraire (auquel il s'apparente comme relation d'événements) . Le titre est fortement lié au texte qu'il surplombe : il doit en donner une idée, le présenter ou le résumer - *fonction objective* -; il est fortement lié aussi au lecteur futur du journal : c'est lui qui doit l'attirer et le pousser à une lecture complète - *fonction subjective* -.

Les dictionnaires définissent l'emphase par les termes vagues d'exagération, de renforcement, d'expressivité; ils présentent des moyens répertoriés et en nombre limité tels que : intensifs, locutions de mise en valeur, anormalité de la tactique, de l'intonation, de l'accentuation. Mais les procédés d'emphase sont beaucoup plus nombreux, beaucoup plus variés, beaucoup plus subtils.

Une comparaison des énoncés contenus dans les textes des journaux et des énoncés-titres, selon la grille des catégories sémantico-syntaxiques établie par B.Pottier , fait apparaître, outre des contraintes d'utilisation lexicales et sémantiques, une douzaine de groupes de transferts entre énoncé "normal" - le texte étant pris comme base de référence - et énoncé de type titral. Ces transferts se réalisent en rapport avec la thématique, et aussi en liaison étroite avec la valeur sémantique de chacun des éléments de l'énoncé (Désignations et classes de la Formulation). Chaque transfert a un sens, et on s'aperçoit que le titre combine des éléments obtenus par des transferts en directions opposées. Finalement, le titre est le lieu d'une utilisation très particulière de la langue : *contraintes*, *transferts*, et *équilibrage*. Ces trois notions sont la base de la définition de l'emphase que nous proposons.

La nouvelle définition de l'emphase devrait conduire à établir une grammaire titrale fondée sur la notion de *titrème* - unité minimale de combinatoire des contraintes et des transferts pour un domaine donné -.

REAPPRAISAL OF FL TEACHING OBJECTIVES

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1. "Where has all the money gone?" asked P. Strevens three years ago in a plea for cost-effectiveness studies in the teaching of foreign languages. FL-in-primary-schools campaigns in all C.E. countries and the U.S.A., innumerable efforts to tune teacher-education programmes to their professional needs, expansive research in the theory of FL teaching, and a chaos in the marketplace of educational materials have urged me to review the FL objectives generally accepted in the relative literature and among teachers and education officers in order to find out the one(s) that can be aimed at competently only in the FL classroom and so are worth the money allocated to the teaching of FL. 2. *Literary education*, *knowledge of linguistics*, and *informations on foreign countries* can be attained in the classrooms of teachers who have majored in comparative literature, linguistics, geography, politics, sociology, history, or the like, much more easily and reliably than in that of the FL teacher who has had to study every one of those subject-matters at the university in order to flatter himself with the delusion that he be able successfully to teach all of them at school. There any one of those subject-matters can be treated of in the native language. The generation of *sympathy for foreign peoples* probably depends much more on the way home affairs are handled and conflicts at school and in the community around are settled than on the knowledge of a FL. 3. The acuqisition of aural comprehension, speaking, reading comprehension, and writing, in the foreign language, turnes out to be what can be accomplished by FL teaching and indeed is widely said to be its primary objective. The attainment of any one of the other objectives is not a necessary condition for FL competence to come off. 4. If the underlying objective of a democratic system of education is the supplying of a person with means to master the ups and downs of life, in such a way as to enable him to respond to every situation in the way he has made up his mind to, FL teaching must practise the learner in saying in the FL what he wants to in case he thinks it is necessary for mastering a certain situation for him to respond to it in that FL. (Aural comprehension then means understanding the intention of the speaker's in the FL. Writing and reading comprehension must be dealt with analogously to speaking and aural comprehension.) 5. The insights of ordinary-language philosophy into the structure of speech acts and communicative situations and of transformational-generative grammar into the hierarchy and nature of the rules relating meaning to phonetic output, if joined, promise to provide the FL teacher with the kind of FL description that helps him arrange his course in such a way as toyield the most favouralbe conditions for independence, motivation and positive transfer on the part of the learners.

THE PROBLEM OF NON-COMPARABILITY OF WORD-FREQUENCY COUNTS: A PROPOSAL FOR A STANDARD DECISION PROCEDURE TO BE FOLLOWED IN LEMMATIZING FRENCH.

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The accurate interpretation of published word-frequency counts of French is rendered impossible by the lack of adequate statements of the criteria used for separating homographs (e.g. le/la livre = book/pound) and for grouping different orthographic words under a single canonical form or lemma (e.g. vais, irai —> aller).

The simple answer to this problem would be to list all orthographically distinct forms separately. This solution has the inestimable advantage of being completely objective, at least for a written corpus. For certain 'macro-statistical' purposes - calculation of type-token ratios, correlation coefficients between different lists etc. - it is probably the best solution since, by eliminating the bottlenecks of pre- and post-editing, it makes it possible to take full advantage of the speed of the computer.

The above solution is, however, not adequate for more practical applications both within linguistics and beyond e.g. semantically orientated studies and the preparation of specialised dictionaries and teaching aids.

The best-known word-counts presently available for French, the Français Fondamental and the Frequency Dictionary by A. Juilland et al, are both open to criticism with regard to the criteria used in lemmatization and the consistency with which they were applied.

The present author has developed a decision-procedure in the form of a binary-decision algorithm which, it is hoped, conserves the practical advantages of lemmatization while at the same time meets the scientific requirement of reproducibility. A copy of this decision-procedure will be presented together with sample sheets from a word-count of French commercial correspondence illustrating its application.

ON NOMINALIZATION IN ENGLISH AND CZECH

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After a short reflection on the relation between confrontational and contrastive description of language materials the authors attempt to give a contrastive description of the nominalization in English and Czech based on R. Lees's conception of nominalization. They establish some essential facts making the two languages under consideration different, namely the tendency to nominalize; further they enumerate the types of clauses which can be replaced by a nominalized construction in this or that language as well as the means of nominalization and their distribution. They consider whether or to what extent the nominalization may cause the hearer to be supplied with less information that he is if the same is expressed by a clause (i.e. "He knows the importance of going there" - "He knows how important it (is I has been I was I will be I would be) to go there"). They also try to find the answer to the question as to how much this confrontation may contribute to the explanation of the very substance of nominalization in Czech and that in English and to its description in the frame of some generative grammar. In conclusion it is shown how, on the basis of contrastive description of this phenomenon, teaching programmes and materials for a Czech learner of the English language should be worked out being aimed at giving a more profound knowledge of the underlying structures of the target language.

(8. and 16.)

IST ES DIDAKTISCH RATSAM , AUSLAUT-R ALS ZENTRALVOKAL I ɐ I UND VOKAL + AUSLAUT-R ALS ZENTRALISIERENDEN DIPTHONG DARZUSTELLEN ?

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Im gesprochen Deutsch von heute herrscht für /r/ im Auslaut die vokalisierte Form vor. Es wird niedriger Zentralvokal I ɐ I gesprochen. Diese Variante bildet zusammen mit dem voraufgehenden Vokal eine Art von zentralisierendem Diphthong (z.B. in dem Wort "Tier"). Es ist allerdings nur ein Pseudo-Diphthong, der bei vokalischer Erweiterung des Wortes (z.B. im Plural: "Tiere") wieder zu einem Vokal + konsonantischem /r/ wird.
Diesen zentralisierenden Pseudo-Diphthong kann man lehren in Anlehung an die echten Diphthonge .

Für die unbetonte Endung "-er" ist die monophthongische Form I ɐ I weit verbreitet. Sie läßt sich didaktisch darstellen in Anlehung an unbetonte Vokale im Auslaut (wie z.B. IoI in "Auto") oder in Anlehnung an den unbetonbaren Auslautvokal I ə I wie in "Sonne".

Zentralisierender Diphthong (=Pseudo-Diphthong) und monophthongische Aussprache der unbetonten Endung "-er" sind heute fast allgemein üblich. Deshalb wäre es wirklichkeitsfremd, wollte man diese Formen im Fremdsprachenunterricht vernachlässigen (beim Fach "Deutsch als Fremdsprache") .

PEDAGOGICAL IMPLICATIONS OF CONTRASTIVE STUDIES

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The paper will discuss /1/ the function of contrastive studies with relation to error analysis/ in the broadest meaning of the term, including the study of interlanguage, approximative systems, idiosyncratic dialect. etc./ /2/ the general form of contrastive pedagogical grammars and their various practical uses and /3/ the application of contrastive analysis to the classroom teaching, and, particularly, to the presentation of material within a more cognitively oriented method of language teaching.

FOREIGN ACCENT AND TIMING: AN INSTRUMENTAL PHONETIC STUDY

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One of the goals of foreign language teaching is the students' effective acquisition of an idiomatic pronunciation of the target language. The failure to reach this goal results in a foreign accent which can be a social handicap to the foreigner. Due to slight deviations from the idiomatic norm, a foreign accent can be recognized and the speaker can often be classified as to his origin even by linguistically untrained persons. The point of departure in this investigation has been the notion that an explicit analysis of these deviations may lead to some insights which may be used in the teaching of pronunciation.

The above considerations have lead us to a quantitative phonetic approach to the study of foreign accent, based on instrumental methods of analysis. This paper is limited to the exposition of some differences in the temporal organization of Swedish and American English syllables. An American, who spoke Swedish with an American accent, read a series of CVC syllables in Swedish and in English. The Swedish syllables were also read by a native speaker. Mingograms were made and the temporal organization of the syllables was compared using the following specific questions as guidelines for the comparison. How are the temporally consistent vowel - consonant relationships in Swedish realized by the American speaker? Can systematic deviations from the Swedish pattern be related to American syllable structure? Is there a significant difference between the native speaker's and the foreign speaker's consistency in the realization of the temporal patterns of the target language?

The results of these comparisons indicate that a foreign accent can be explicitly defined by these techniques. This quantitative approach may be useful in objective diagnostic testing as well as in contributing to the construction of pedagogic material for the teaching of prosodic features in a foreign language.

CLASSROOM DISCOURSE ANALYSIS

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Among classroom organizational features are discourse strategies of language used by the teacher and students. Differences in these linguistic units and strategies across cultural educational systems may be factors influencing and expressing divergent socialization patterns.

This paper will present a report of the current state of theoretical and empirical studies in one type of discourse situation, namely, the classroom. It will encompass a thorough survey of three areas:

a) Completed research in classroom discourse analysis

b) Areas of future inquiry stated or implied by the studies

c) Alternative directions for investigation

The completed report will be part of the scope of the A.I.L.A. Sociolinguistic Commission's study of the state of sociolinguistic research.

A DIGLOSSIC SITUATION : STANDARD vs DIALECT. THE CASE OF DUTCH IN BELGIUM, ESPECIALLY IN RELATION WITH URBANIZATION.

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Current trends in sociology of language (Fishman, 1967) view Diglossia as the functional differentiation in the use of two standard languages; this usage has drifted away from the concept as coined by Ferguson (1959), who considered the functional differentiation between the standard variety of a language and the dialect or local varieties, the former being superposed to the latter.

In this paper the concept will not be reviewed, but the aim is to indicate the limitations of it. The use of standard dutch is not restricted, as would be expected, to activities from the higher cultural sphere, and the use of dialect is not restricted to the lower and more intimate spheres of social life. In order to test some hypotheses about the functional differentiation social indicators were used. Without explicitation and elaboration, by means of educational, residential and occupational classes, the thesis of functional differentiation will be maintained, so that there is a decrease of the use of standard dutch when moving from contacts with public offices to the more intimate spheres of the family. This is a proof of what was written before; but when education, place of living and occupation were introduced as intervening variables, we found that diglossia, existing for the total society, nearly everywhere disappeared and that the difference in using standard and dialect no longer was significant. The empirical data showed that place of living, together with education and occupation, was very important. The hypothesis that the determinants of functional differentiation can be explicited by an operationalisation of the concepts urbanization and occupation, should be accepted. Language use in each of the aforementioned classes is not determined by the sphere of contact (situational) but by the social characteristics of the speakers (relational). Diglossia is more a sociological phenomenon than a pure cultural one and the differentiation is, in the case of dutch in Belgium, functional in relation to social characteristics.

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ANALYSE DE FAUTES DANS L'ENSEIGNEMENT DU FRANÇAIS AU NIVEAU SUPERIEUR EN HOLLANDE

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L'analyse de fautes peut fournir aux enseignements des informations précieuses sur le progrès d'un individu ou d'un groupe pour les différents aspects de l'acquisition de la langue en question; sur l'efficacité de tel enseignement donné; sur les problèmes qui se posent, en général, dans l'apprentissage de telle langue étrangère, à partir de telle langue maternelle, et sur la répartition de ces problèmes.

Les travaux entrepris depuis deux ans à l'Institut de Linguistique appliquée de l'Université de Groningen visent à deux buts:

1. Recueillir, pour le français et pour le niveau indiqué, le plus de fautes possible, dans le but d'obtenir un "trésor" des difficultés que rencontre l'étudiant de français en Hollande. En ce moment-ci, quelque 25.000 fautes différentes ont été recueillies.

2. Faire, pour une population plus restreinte, mais choisie dans le niveau indiqué et toujours uniquement pour le français, un relevé de fautes dans trois sortes de production linguistique (traduction écrite, production libre tant écrite qu'orale), afin de comparer le type de fautes faites dans les trois productions, pour les individus et pour la population entière. Il s'agit d'une production d'approximativement trois fois 10.000 mots par individu. Le sujet de la conférence sera un rapport sur ces travaux en cours: les problèmes de dépouillement, de triage et de classement; les conclusions que l'état des recherches du moment permettra de faire; les données ou les indications d'ordre secondaire que l'analyse du matériel recueilli peut fournir.

PSYCHO-LINGUISTIC STUMBLING-BLOCK: GENERATIVE-TRANSFORMATIONAL GRAMMAR

The Chomskyan concept of "innate knowledge" is a misnomer for what Palmer called "linguistic capacity" some fifty years ago. It is indeed a tacit capacity, and it is far from clear in what way it contributes to the process of second-language acquisition. Likewise, for all the generative-transformational speculations about the competence of the ideal speaker-listener, precious little is known about the real nature of the personal linguistic competence of the non-ideal individual. A generative-transformational grammar of a language is an abstract model with its own simplicity-measure. It does not automatically follow that its explicit rules can be of help in producing an implicit grammar of the foreign language in the learners' minds. In particular the assumption, which appears in some generative-transformational speculations about second-language learning, that understanding the underlying phonological concept system will bring about the right pronunciation of the foreign language, seems rather absurd. On the level of syntax it is clear that learning a language as an instrument of communication involves quite different "transformations" from those of a GT-grammar, where structural relatedness and simplicity-requirements are the deciding factor. One need not deny that language is a creative process, and yet feel that habit-formation plays an important part in language-acquisition. This does not automatically imply a strictly Skinnerian approach. Much depends on the level at which one posits this habit-factor. Pupils learning a second language must get into the habit not of producing, or re-producing particular utterances as responses to particular linguistic or extra-linguistic stimuli, but rather, of sensing that there are broad stimulus-response areas in that particular kinds of contexts call for the application of particular kinds of language-mechanisms rather than others. Chomsky's statement that we should try to "create a rich linguistic environment for the intuitive heuristics that the normal human automatically possesses" begs the question: "How?"

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GRADUATE EDUCATION OF THE FOREIGN LANGUAGE SPECIALIST

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In the United States the foreign language education specialist is a new breed of scholar. Such a specialist cannot be prepared by a single department. Programs for this purpose are necessarily interdisciplinary. Foreign language specialists should have a high degree of proficiency in a first foreign language and literature and an almost equal amount of competence in a second language and literature. They should also have a knowledge of linguistics, psycholinguistics, sociolinguistics, language teaching and learning, methodology, supervision, administration, testing, etc. American universities must provide within their structure for preparing such specialists. This can be done by creating foreign language centers which cut across departments and colleges. They are then able to organize programs and provide the necessary academic assistance to the student. Their mission is to prepare language teachers and teachers of teachers.

Programs which are drawn up for such students should be characterized by flexibility and a maximum choice. It is no longer possible within the American scheme of things to have the literary specialist be concerned with the teaching of language, and vice-versa. The language teaching specialist should know literature and culture, but his strong suit should be language teaching and learning. If this is true, then there should be a concerted effort toward the preparation of this new breed of scholar by more universities throughout the United States. A symposium to study problems and to map future directions in planned at the University of Texas at Austin in joint sponsorship with the American Council on the Teaching of Foreign Languages (ACTFL) and the Educational Resource Information Center (ERIC). At the present time a great deal of research and experimentation is being carried out on the teaching and learning of language as a result of the establishment of centers. There is a need for more research and experimentation, particularly for studying the preparation of foreign language teachers at the elementary and secondary school levels.

THE ACTUALIZATION OF THE NOUN PHRASE IN HUNGARIAN AND SERBOCROATIAN

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When a noun phrase is brought into correlation with the context or the situation it has been used in, it gets actualized by quantification, identification, individualization or definitization. These processes of actualization, which may occur separately or combined result in a number of distinctive features ascribed to noun phrases as features of actualization. Hungarian and Serbocroatian have different systems of marking the distinctive features of actualization.

In our paper we sum up the most important contrastive principles at work in the actualization of the Hungarian and Serbocroatian noun phrases and exemplify them by citing some contrastive rules. However, this summary of our results is not the major concern of our paper. We also demonstrate the procedure we have used in our contrastive approach, and give some suggestions as to how the rules of the type we have stated can be applied in teaching a second language and in translation techniques.

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English Acquisition by Monolingual and Bilingual Pima Indian Children

A study of the English of monolingual and bilingual Pima Indian children shows that they do not learn English in the same way or at the same rate as white suburban children. Although Pima children are exposed to standard English in the classroom, they lag slightly or substantially behind white suburban children in acquiring the rules of English production in most of the grammatical categories tested. Being monolingual or bilingual does not seem to produce very different results, although there is some slight evidence that bilinguals fall farther behind than monolinguals in the older age groups.

It is also possible that the children studied are acquiring a dialect of English in which some of the categories of standard English are missing, and possibly replaced in their dialect in ways as yet undetermined. Since some of the characteristics usually associated with nonstandard English are not present, it is believed that this community does not share in the historical development of nonstandard English in the United States. Rather it is a separate development which might be termed Pima English.

The concept of Pima English raises questions about the idea of competence if their model is viewed as standard classroom English, as it must be for bilinguals, where the language of the home is Pima.

The theoretical orientation of the study was that of generative transformational grammar. Fifty Pima children between the ages of eight and eleven were given individual tests in morphology and syntax, and a control group of forty-seven suburban Maryland children were given the same test to establish norms for English acquisition.

CONTRASTIVE IN SEMANTIC STRUCTURES

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This paper is a reiterated argument for a hypothetico-deductive model in contrastive analysis versus a contact theory (Nemser & T.Slama-Cazacu).

Contact analysis as a psycho-linguistic operational model "implies the study of the phenomena which appear in the process of contact between the two systems in the pupil..."(or Learner) (T.Sl.-C.,1971, p.66)

In the author's opinion a properly contrastive model should be based upon the possibilities of higher adequacy, explanatory power and inference of predictable interferences phenomena.

The important question : What is a semantic structure? may be approached in various ways.

References will be made to the recent developments of "componenetial" theory (or transformational) as a point of departure as well as to the post-transformational contributions.We prefer Chafe's symbolization theory on the formation of semantic structures and concentrate our analysis on some post-semantic processes in English and Romanian.

There are some important suggestions for a realist approach of 'meaning' in Quine's essay "The Meaning in Linguistics"; this should be a significant point of view for a grammarian in postulation of some translation rules into the same language or between many...

An ambiguous source of lexical information is provided by the dictionary; What are the limitations and the nature of this ambiguity?

Finally, the author proposes some transfer rules based upon the hypothesis of matching two or more semantic structures within a contrastive model.

Bucharest, april 27

KONFRONTATIVE ANALYSE DER WORTSTELLUNG DEUTSCH - SERBOKROATISCH

Pavica Mrazović, Philosophische Fakultät, Novi Sad, Jugoslawien

I Die Konfrontation der Wortstellung wurde auf Grund der Dependenztheorie durchgeführt. Betrachtet man die Wortstellung von diesem Standpunkt aus, fällt sofort ein krasser Kontrast der Abhängigkeit ins Auge. Die Positionsregeln hängen in der deutschen Sprache von der für diese Sprache charakteristischen Determination des linken Elements durch das rechte ab (Verb = Regens, Objekte und Prädikative = Rektum). In der skrn Sprache herrscht gerade das entgegengesetzte Prinzip. Hier regiert das linke Element das rechte.

jemandem etwas sagen = raći nekome nešto
..., weil ich ihm die Wahrheit gesagt habe.
..., jer sam mu rekla istinu.

Von dieser Gesetzmäßigkeit gibt es in der deutschen Sprache Ausnahmen und zwar in den Sätzen, in denen der Satzrahmen nicht realisiert wird. In der skrn Sprache bleibt die oben genannte Gesetzmäßigkeit konstant.

Er sagt mir immer die Wahrheit. = On mi uvek kaže istinu.

II Solche Sätze verursachen in der skrn Sprache die Besetzung des Vorfeldes durch mehrere Elemente, was in der dtn unmöglich ist. Dieser Kontrast ist eine der Quellen häufiger Interferenzfehler.

III Der dritte wesentliche Kontrast der Wortstellung beruht auf der Möglichkeit des Nichtgebrauchs des pronominalen Nominativobjekts (Subjekts) in der skrn Sprache. Dies wird durch die monofunktionale Verbformen ermöglicht. Das Auslassen des Pronomens verursacht aber in der skrn Sprache eine Permutation der Elemente im Verbalkomplex.

On je učitelju dao knjigu. - Dao je učitelju knjigu.
Er hat dem Lehrer das Buch gegeben.

Dieser Kontrast wird ebenfalls häufig zur Quelle der Interferenzfehler.

IV Dem vollen Verbalrahmen der dtn Sprache entspricht der verkürzte in der skrn. Somit entsteht in dieser eine Art von Gleichgewicht - die Elemente werden fast gleichmäßig auf alle drei Felder verteilt.

Profesor je svoja predavanja pisao perom.
Der Professor hat seine Vorlesungen mit der Feder geschrieben.

V Der innere Satzrahmen der Prädikative im Deutschen wird im Serbischen zum äußeren.

Er ist für alle seine Freunde der alte geblieben.
On je za sve svoje prijatelje ostao onaj stari.

VI Die Regeln für die Position der Mittelfeldelemente der dtn Sprache stimmen mit denjenigen der skrn überein, mit dem Unterschied, daß sich diese im Serbokroatischen auf das Mittel- und Nachfeld verteilen, was zu dem schon erwähnten Gleichgewicht führt.

INVARIANCE AND TEXTUAL TYPES IN TRANSLATION

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A science of translation describing and explaining what is relevant for (mediated) bilingual communication in its social setting needs a theoretically sound and practically effective frame of reference. Within such a framework of concepts and interrelations translational invariance supplies a basic orientation. Invariance is discussed for (unilingual) communication and for translation. It turns out to be socially conditioned. Historically, invariance is closely linked up with the needs of society in the productive and ideological spheres. What, how, and why something is translated forms an intricate pattern. The science of translation focusses on all those aspects which are shared by all realizations of translational needs.

Invariance is a measure of what is thought to be the "value" of a text to be translated, or rather of the functional equivalence between the source text and the target text.

Particular emphasis is laid on the study of the (functional) type of text and its bearing on invariance. Based on an empirical classification of texts and their linguistic and pragmatic characteristics a contrastive analysis and systematization of source and target texts or rather, classes of such texts, can provide a "dictionary of textual types". Such a systematic representation of equivalences supplemented by selected features of a common dictionary could be combined into a new type of "translator's dictionary". Examples for the entries of such a dictionary are given.

In conclusion, theoretical and practical implications of translational invariance and textual types are suggested.

PROGRAMMED INSTRUCTION IN THE TEACHING OF FRENCH COMPOSITION

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To acquire the techniques and skills for the mastery of writing in a second language, the student of French composition will study the development, structure, and organization of his ideas on a particular subject, and the expression of these ideas in clear, precise and correct French.

This difficult task can be facilitated through the use of a program of practical specific objectives, chosen and defined for the benefit of the student. When he realizes that he can plot his progress by completing goals, he is encouraged and becomes an active, interested and more effective learner.

At the University of Hawaii, one of the aims of the course is to prepare the student to write a medium length essay (1200 to 2000 words) on a subject of his choice which he develops in grammatically, syntactically and phraseologically authentic French.

The student is led to this distant goal through ten performance objectives sequentially arranged to carry the students over from competence to performance and including such varied exercises as writing abstracts, pastiches, paraphrases, reports, outlines and short essays.

ON CODE SWITCHING: AN ANALYSIS OF BILINGUAL NORMS

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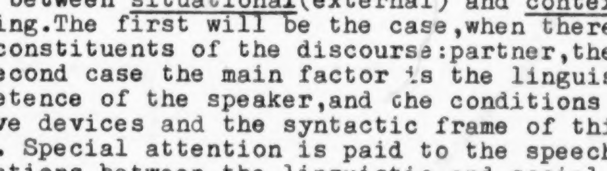
One of the major problems in bilingualism is the interference of systems.The fundamental question still is,why and under which conditions do bilinguals - who according to Haugen are assumed to know two sets of rules - allow these to interfere with one another.The aim of the present paper is to discuss some observations in this not yet satisfactorily explored field with data from Estonian-Swedish and Estonian-English bilinguals.Focusing on lexicon and morphosyntax,the process of switching is analyzed. We distinguish between *situational*(external) and *contextual*(internal) switching.The first will be the case,when there is a change of the constituents of the discourse:partner,theme,situation.In the second case the main factor is the linguistic repertoire and competence of the speaker,and the conditions are:lack of words,emotive devices and the syntactic frame of this linguistic competence. Special attention is paid to the speech situation, and the correlations between the linguistic and social dimension of code selection and interference. The variables of performance are analyzed with respect to their external and internal conditions,including the social identity of the speaker in his relations to the hearer.As we actually have to deal with the communicative competence of the bilingual individual and group,pragmatic aspects are also brought more to the fore as important parts of it.

The results achieved show,that there is an important correlation between certain types of interference phenomena - such as morphosemantic transfers - and the social markers of discourse. The selection of linguistic items or sequences is due to norms and rules that are behaviour-determined and often extralinguistic(prestige and other socio-psychological indicators as well as emotive devices).The analyses reveal that the bilingual has not only two sets of rules,from L_1 and L_2,but at least three: also from L_3,as represented by the speech with interferences.L_3 is also rule-governed.In L_3 the amount of interference is due to the social roles of the sender and receiver in a group.



Reference: Haugen,E.,Discussion,in:The Nordic Languages and Modern Linguistics.Proceedings of the International Conference of Nordic and General Linguistics.Reykjavik 1970,p.549.

(Abstract for the section on Examinations, Tests, and Certificates:)

"Cloze Tests of Second Language Proficiency and What They Measure"

Cloze tests have now been applied in a variety of ways to second language testing with considerable success. This paper discusses data supporting the use of the cloze technique as a global measure of language proficiency. The effects of varying levels of difficulty, scoring methods, and languages tested are considered. Analysis of response types and frequencies are discussed as an information source for helping to better determine the nature of the cloze test. It is suggested that the cloze technique is far superior to the more traditional multiple-choice tests of discrete-items by virtue of the contextualization of the blanks to be filled. The relevance of the pragmatic factor of expectancy is demonstrated.

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(Abstract for the section on Psycholinguistics and Language Teaching/Learning:)

"Induction, Mind, and Contextualization of Materials to be Learned"

The matters of transfer and interference are considered in the light of recent experimentation supporting a theory of learning by induction. The memory space and perceptual apparatus of the mind are shown to contribute to maximal learning in contexts which are rich in redundancy. The predictability factor of grammar from a pragmatic viewpoint is shown to contribute to an optimal learning rate. The subject must, however, be made aware of variables early in a sequenced communicative exchange which restrict subsequent possibilities. Specific application of these principles in the teaching of languages are explored in terms of materials preparation and classroom techniques.

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Abstract

Interference-sensitive L_2-instruction: a pragmatic approach

A general and widely-accepted definition holds interference in foreign language acquisition to be the interplay of several factors adversely affecting language learning, i.e. the cause of "difficulties" or "errors." Consequently it is being suggested that research should aim at the elimination of such difficulties. This paper presents a different view in arguing that

- interference is not in itself a negative factor in the learning process,
- it is not beyond reach of investigation, and
- there are ways to control it in such a fashion as to make it a supporting element of L_2-instruction

A meaningful method of foreign language instruction wishing to make use of the insights and methods developed by contrastive linguistics should consequently abandon the aim of minimal interference and the concept of mistakes as indicators of cognitive or behavioral inadequacy. It should replace them by a pragmatic total approach based on controlled (positive) interference. Such an approach calls for

- an experimental design,
- a testing stage, and
- the proper application of findings on interference to instruction.

Handled flexibly, the approach can be used in a wide variety of foreign language learning situations in order to achieve a better "fit" of curriculum demands and student performance through an interference-sensitive design of instruction.

Kurt Opitz
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KOGNITIVE UND PSYCHOLINGUISTISCHE FORDERUNGEN AN EINEN ZEITGEMÄßEN FREMDSPRACHENTEST

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In den letzten Jahrzehnten hat sich infolge einer verstärkten Tendenz zur mehrsprachigen Ausbildung und Praxis ein neues Verhältnis zur Fremdsprache und ihrem Erwerb entwickelt. Für die Anwendung von Tests im fremdsprachlichen Unterricht ergeben sich daraus Konsequenzen:

1. Tests müssen stärker als früher dem jeweils gegebenen sprachlichen Kontext Beachtung schenken. Sie sollten insbesondere bereits vorhandene $L_{2/3}$-Kenntnisse berücksichtigen und nutzen, was sowohl eine deutlich kontrastive als auch eine komparatistisch orientierte Testkonstruktion nahelegt. In diesem Zusammenhang muß der psychischen Komponente des Lernvorgangs und der Sprachanwendung durch möglichst weitgehende Berücksichtigung aller Interferenzerscheinungen verstärkte Aufmerksamkeit geschenkt werden.

2. Tests müssen daher besser gezielt angewandt werden. Zwischen ihren verschiedenen Funktionen (Leistungsmessung, Leistungskontrolle, Leistungsstimulierung) ist sauber zu unterscheiden. Hieraus wie aus Punkt 1. folgt, daß Tests im Fremsprachenunterricht zunehmend situationsbezogen sein müssen, wodurch ihre breite Anwendung auf Massenbasis - ausgenommen für größere Querschnittstudien - fragwürdig wird.

3. Der Leistungstest als didaktisches Mittel wird zum permanenten Forschungs- und Experimentalgegenstand jedes einzelnen Unterrichtenden und erfordert eine situationsbezogene Auswertung.

(Im Anschluß wird ein kurzer Bericht über einen entsprechenden Versuch am Institut d'Allemand der Université de la Sorbonne Nouvelle, Paris, gegeben.)

APPLYING SOCIOLINGUISTIC RESEARCH TO EDUCATIONAL NEEDS OF MEXICAN-AMERICAN BILINGUALS/BICULTURALS IN THE US. SOUTHWEST

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While American scholars have focussed considerable attention upon problems of second-language learning, utilizing the findings of linguistic and related research, enormous lacunae exist as regards the problems of bilinguals and bidialectals. Probably the most neglected group in this regard, despite the existence of some excellent socio-educational monographs and studies, are the Mexican-Americans, the second largest "minority", and one whose language and culture are extremely vigorous, unlike the evanescence of the American "immigrant "languages (Polish, Italian, Yiddish, etc.) In the absence of a "data bank" built up through scientific investigations of a coordinated type, educators and language teachers must rely upon intuition and unsubstantiated premises in operating the growing bilingual education programs, and related efforts, many financed by the Federal Government, seeking to cope with linguistic and other consequences of the "culture of poverty" to which these bilinguals belong.

An interdisciplinary research effort is critically described in the proposed paper, constituted by University of Texas-El Paso members of the Depts. of Sociology, Languages and Linguistics, Psychology, and other specialists. The Sociolinguistic Studies on Southwest Bilingualism, in three years of functioning has (1) elicited a corpus of the speech (Spanish, English, and mixed) of several hundred young adults and set up taxonomies of leading variables in both languages (2) devised and applied a Sociolinguistic Background Questionnaire with over ninety demographic, attitudinal and language usage items (3) established working hypotheses for correlating such data with school performance records .

Applications of the growing "data bank" are sought in: (1) programs aimed at curricular change for culturally-linguistically divergent pupils and students (2) special texts and programs intended for bilinguals in both Spanish and English (3) attitudinal profiles of bilinguals/biculturals useful in understanding and coping with the special problems of this population, and related ones (Puerto Rican, Cuban, and other Spanish-English speakers).

THE ACQUISITION OF FOREIGN LANGUAGE GRAMMAR BY ADULTS

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In the last ten or fifteen years many prevalent assumptions about the nature of the language acquisition process have been challenged, notably by linguists influenced by generative transformational grammar, but also by others who have been disappointed at the results attained in modern language classes. The vast expansion of adult education in Sweden and elsewhere has, furthermore, opened up a new field where the uncertainty about the most effective ways of teaching a foreign language is even greater than in the traditional areas of language instruction.

This paper presents briefly the results of three experiments undertaken with a view to assessing the relative effectiveness of two methods of teaching English grammatical structures to adults. One of the methods, called the Implicit Method (henceforth IM), was based on the audio-lingual habit theory of language learning and had the following characteristics: the grammar was chiefly taught by means of carefully structured pattern drills in accordance with the theory that language is acquired through an analogical habit-forming process; no explanations or generalizations were given; the lessons were conducted exclusively in the target language. The counterpart, called the Explicit Method (henceforth EX) was based on the cognitive code-learning theory. It was characterized by native-language explanations of the grammar to be learnt, comparisons with the source language, and translation exercises. No pattern drills were performed.

In the first year of study ten pre-recorded 40-minute lessons were administered to six classes of adult students with an elementary knowledge of English. The average age was 33 years. Three classes were given IM and three classes were given EX lessons. General proficiency tests and pre-tests showed that the IM and EX treatment groups were comparable from the beginning.

The post-test results showed that the EX classes had made significantly greater progress than the IM classes. The EX subjects also had more positive attitudes towards the experimental lessons. No interaction effects were found. The EX students were uniformly superior at all age and aptitude levels.

In the second year of study two replication experiments with the same materials were conducted. Again the subjects were adult students at the elementary level, but the average age was only 22 years. The results were very similar to the previous ones. The EX students achieved significantly better learning results, but the differences between the treatments were smaller.

Further experiments are being planned.

Internal Restructurings of a Bilingual's Lexicon

Paul Ostyn
University of Rochester

Hitherto bilingualism has been investigated in terms of phonological, morphological and lexical interferences from Li (the source language) into Lii (the recipient language). Particular significance has been attached to frequency counts of different categories and of lexcial variations depending on the topic of conversation and/or generation of the speakers (cf. Haugen [1952], Hasselmo [1961]).

The terms source language and recipient language reflect the common practice of looking at language interferences as a unidirectional process. Numerous facts contradict this simplified treatment of languages in contact, however. In a bilingual situation the recipient language often undergoes semantic and syntactic restructurings which are not attributable directly to the influence of the source language (e.g. deletion of certain restricting features on lexical items, substitution of parts in homophonous compounds, paradigmatic and syntagmatic processes to which idioms are subjected, and abnormally high redundancy).

The above changes as well as several related problems are the subject of discussion in the present paper. On the basis of numerous data from American Dutch (Liii) it is argued that an adequate model of bilingualism will have to accomodate, among others, internal restructurings as they constitute important characteristics of Liii.

Preliminaries to a Revised Model of Foreign Language Teaching

Paul Ostyn
University of Rochester

In recent years the methodology of foreign language teaching has benefitted from the advances of linguistics and learning theories. Under the influence of new models of linguistic description, there has been a shift from vocabulary teaching to the teaching of syntactic patterns. Under the influence of recent theories of learning, these patterns have come to be presented in an ordered, graded and repetitive way.

This paper intends to show that even more relevant to any successful teaching of foreign languages are a number of extra-linguistic factors yet ignored by authors of modern text-books. The most important of these factors include the authenticity of the characters around which the dialogues are built, the presentation of pattern drills in situational contexts, and the introduction of dialogues that have all the characteristics of real-life conversations, i.e. spontaneity, unexpectedness, liveliness, and creativity. The arguments are supported by experimental materials from Belgian high schools.

UNE EXPERIENCE D'UTILISATION DU LANGAGE NATUREL POUR LE TRAITEMENT DE COMPTES RENDUS RADIOLOGIQUES

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Ce travail a été réalisé à partir de comptes rendus de radiographie rédigés librement en langage naturel, en recommandant seulement aux radiologues de s'exprimer avec concision (style "télégraphique").

Notre but était de constituer automatiquement et d'exploiter de manière conversationnelle ces comptes rendus sur le triple plan documentaire, pédagogique et diagnostique.

Le travail que nous présentons est centré sur l'aspect documentaire.

Outre les techniques usuelles de traitement de texte, nous avons utilisé une méthode de chaînage des termes qui tient compte des catégories sémantiques et grammaticales ainsi que de la place relative des mots dans la phrase. Nous avons ainsi dégagé quinze règles hiérarchisées qui permettent une sélection plus efficace que celle qui serait obtenue par le simple usage de mots-clés.

Par exemple à la question :

- "Lacune du Grand Trochanter"

le système répondra le compte rendu suivant :

- Lésion du fémur associant
  - un aspect lacunaire du col et du Grand Trocharter
  - une tumeur d'aspect pommelé sur la métaphyse

mais éliminera le compte rendu

- Lésion du fémur associant
  - une lacune au niveau de la métaphyse
  - une tumeur sur le Grand Trochanter.

La communication exposera la méthode utilisée et les tests conversationnels réalisés sur terminal visuel à partir de cinquante comptes rendus de tumeurs osseuses du Service Central de Radiologie de l'Hôpital St Louis.

Les applications de cette méthode à l'aide au diagnostic et surtout à la formation des radiologues seront évoquées.

TRANSCRIPTIONS AND INTERPRETATIONS OF GERMAN INTONATIONS

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Differences between the spoken language and the usual configurations in printed texts are demonstrated by audio-transcriptions.

It will be shown how the foreign student's comprehension of spoken communications depends on his being aware of both the normative intonational presentation and deviations from it, at both the morphophonemic and the semantic level. Suggestions are made for selecting significant features for audio-transcription and didactic purposes. Procedures for helping the students to assess the message, e.g. by comparing a prompt copy with a monitored text, will be demonstrated. The discussion should centre on the resulting observations and the role of this approach in the interpretation of spontaneous and literary texts.

LINGUISTIC TERMINOLOGY AS A SOURCE OF VERBAL FICTIONS

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One area of applied linguistics consists in the elaboration and critical appraisal of specialized terminology. Of immediate concern to the theoretical as well as the applied linguist is the terminology of linguistics itself. A self-reflexive concern with our own metalanguage is rather obviously useful to assure its internal consistency, maximal uniformity and ease of comprehension, translatability, etc. Less obvious, and generally overlooked so far, is the need to appraise linguistic terminology from the viewpoint of its cognitive impact, along lines suggested by Sapir, Whorf, Korzybski, and various philosophers. If it is true that the lexico-semantic and grammatical structure of language tends to shape our thoughts and perceptions, how far does linguistic terminology help or hamper us, particularly at a subtly subconscious level, in forming a "realistic" mental picture of language itself?

In this paper, I am attempting to scrutinize a sampling of current and recent linguistic writing (drawn chiefly from English), from this viewpoint of applied ethnolinguistics. Included in my sample are not only individual terms, such as might be listed in a dictionary of linguistic terminology, but particularly also more extended phrases and multi-sentence stretches of discourse, where cognitive impact is cumulative.

Paradis, M.

Canada

THE PITFALLS OF IMMERSION CLASSES

In recent years it has been the practice in Montreal, among other places, to teach all subjects in French to English-speaking students instead of teaching them French as a foreign language.

Immersion classes erroneously derive their approach from an immersion situation in which one English-speaking student attends an all-French school, as the immersion class set up does not parallel this situation. The differences in circumstances are such as to require a difference in methodology.

As now practiced, this method has definite detrimental effects.

In an immersion class, not the student, but the teacher is immersed, being one target language speaker against thirty or more source language speakers, with the unfortunate result that:

1. Each student has little opportunity of hearing the correct model but ample opportunity of hearing incorrect models (both phonological and syntactical).

2. The student is encouraged to express himself beyond the limits of what he has already mastered, with the result that he gets to "invent" the target language, by using along source language patterns whatever target vocabulary he possesses, supplying the missing vocabulary with "targetized" source language lexical items.

3. Moreover, once this habit has been practiced for a school year or more, the target language has become a very fluent pidgin target. Correction then becomes very difficult for psychological reasons.

Therefore we conclude that, short of being able to send a student to a target-language school where he is immersed in a complete target language environment, adequate target language instruction ought to be provided before allowing the student to study academic subjects in that language.

LA NOTION D'"INFORMATION NECÉSSAIRE À LA TRADUCTION /$I(T_n)$/ DANS LE SYSTÈME DE TRADUCTION AUTOMATIQUE DU GROUPE DE SOFIA

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I. Aspects théoriques et appliqués de la science de la traduction.

1. La théorie de la traduction et la linguistique contemporaine.
2. La théorie de la traduction et la traduction automatique, sa stratégie et sa tactique.
3. Problème fondamental de la TA - algorithmisation de l'accumulation de l'information necéssaire à la traduction /$I(T_n)$/.

II. La notion de l'I(Tn) dans le procéssus de la traduction d'une langue naturelle en une autre.

1. Traduction et compréhension; définition substantielle et définition formelle-sémiotique de la compréhension; la compréhension comme un choix des significations actuelles des éléments linguistiques sur tous les niveaux.
2. Définition de l'I(Tn); structure I(Tn) = Ib + Ic.
3. Les objets (a/ unité d'analyse; phrase; context large; b/objets appartenants au niveau de surface et aux niveaux plus profonds; c/ objets linguistiques et extralinguistiques) et les opérations-analyses (extralinguistiques, linguistiques, CF, contextuelles, de surface et de profondeur) par lesquelles le traducteur accumule l'I(Tn). Le caractère substantielle de cettes analyses.

III. Les conséquences pratiques de l'introduction de la notion I(Tn).

1. Pour la théorie de la traduction ordinaire; le caractère sélectif de la traduction d'une langue naturelle en une autre.
2. Pour la théorie de la TA.

IV. Le caractère sélectif de la traduction et la stratégie sélective dans le système de TA du groupe de Sofia.

SPECIALIZED LANGUAGE FOR ARTS STUDENTS

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0.0 Introduction. For the past three years English Language teaching materials have been produced for the Tunisian secondary schools by a British Council/Ford Foundation team. The course is to serve for the four-year span of English. It is not feasible to produce more than one set of materials at the present time. Though there are several specialized sections, studying English the particular target is the section with the greatest enrollment and number of hours, viz. the Letters Section.

1.0 Need parameters. With the area of specialization delineated, the future potential use by language learners was determined under the categories: listening, speaking, reading and writing. 1.1. Skill Priority. Emphasis in this increasingly tourist-oriented country was given to the speaking skill from the outset. A word list was established by culling existing word lists and by supplementing with lexis appropriate to the Tunisian setting. The bases for selection were (i) potential for classroom use (ii) potential for use in Tunisia generally. The varieties of speech the students will hear and be obliged to speak were established. British RP was introduced at initial stages with other UK and US dialects to be included at later stages. 1.2. Writing. The language read will be confined to two levels during the first years of study: (i) informal correspondence and (ii) formal descriptive passages. Pupils will only be required to write informal letters and reconstruct reading passages. At the intermediate and advanced levels, pupils will be confronted with other registers through different communication media. Writing will consist of letters, descriptive passages, reports and summaries.

2.0 Structural content. A basic list of structures was prepared on the basis of the kinds of language felt pertinent. All levels contain exercise components. The last two levels provide explicit grammatical analysis in English while the first two give rules only implicitly though the teacher is urged to amplify on the various points in the pupils' native language.

3.0 Subject content. Despite the title of the target section, e.g., "Letters", the writers rejected topic focus on literary matters with inevitable literary quotation. Instead themes more closely related to the preoccupations of developing countries were selected.

4.0 Ancillaries. Auxillaries produced are considered necessary adjuncts to the pupil's textbook. 4.1 Magnetic tape recordings. Apart from structural explanations and ill-adapted exercises, all material in the first-year level is recorded to reinforce the listening and speaking competencies. While less material is recorded at subsequent levels, tape recordings are deemed vital in reproduction of telephone conversations, radio talks, etc. 4.2 Wallcharts. In the development of spontaneous speaking wallcharts play an indispensable role in the exploitation of unit topics. 4.3 Teacher's manual. The teacher's manual forms a necessary adjunct to the pupil's textbook, particularly in view of the complex linguistic situation in Tunisia.

5.0 Testing. Attention has now turned towards testing, which has been heretofore merely a grading. New tests must be formulated to adequately reflect the various skills and structures promoted by the new materials. They will replace the archaic examination unfortunately still in use.

6.0 Other interests. In the future, it is hoped that materials may be prepared for sections such as science and mathematics. The Ministry would do well to drop English completely from certain other sections.

CONSTRUCTION D'UN CORPUS VERIFIABLE POUR L'APPRENTISSAGE DES LANGUES AU LABORATOIRE

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I.Le corpus, définition. Il s'agit d'ordonner et de stratifier aux niveaux phonétique, grammatical, etc., un échantillon cohérent de ce qui doit être appris. Restrictions dues à cette méthode. Problèmes de répartition et de fréquence. Mise en place d'un réseau d'apprentissage: structuration.

II.Problèmes.Le choix d'un niveau de langue et d'une unité de discours.
Problèmes théoriques: le corpus contrastif, le réseau d'apprentissage. La difficulté principale est de concilier stratification et structuration, c.-à-d. d'organiser le matériel linguistique dans un réseau d'apprentissage.
Problèmes pratiques: le matériel existant, les listes finies, les collocations, les mots outils, la mécanisation.

III.Le corpus vérifiable: obtenir un moyen d'examiner certains modes d'apprentissage et de contrôler le rendement pédagogique. Profil de la population étudiant (distribution par tests non-linguistiques), étalonnement du programme par sections. Le test comme contrôle systématique de l'apprentissage, la statistique de test comme vérification pédagogique. Discussion méthodologique: un corpus stratifié et ordonné est-il nécessairement vérifiable?

IV.Choix des textes et exercices.Adaptation des"textes"et exercices aux phases du programme. Aspects de la motivation.

V.Ordonnancement des programmes. La mise en place d'un réseau d'apprentissage implique la ramification des programmes. La ramification et l'élargissement du corpus.

VI.L'expérimentation.L'intérêt de l'utilisation d'un corpus bien défini est de faire ressortir, pour chaque exercice testé, la divergence entre les implications pédagogiques et les résultats obtenus. L'observation d'un écart devient alors pertinent par rapport aux suppositions faites. Ainsi il est possible de concevoir un moyen de corriger les programmes et en même temps d'étudier dans un cadre restreint certains des problèmes de l'apprentissage. (réalité du groupe rythmique pour l'apprenant, rôle du couple rythme-intonation, sur quel plan se manifestent les inhibitions de la langue maternelle, impact de la connaissance grammaticale dans la production active, réalité pédagogique de la ramification "cybernétique" des programmes, etc.).

DESINTEGRATION AND INTERFERENCE OF LINGUISTIC SYSTEMS IN APHASIA

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According to Ribot memory desintegrates in such a way that recently acquired contents is lost first. Pitres transferred this observation to the problem of polyglot aphasics where one may observe that secondary languages are lost whereas the primary language or mother tongue is preserved.
In this paper is referred the case of a German Aphasic who taught English at a Secondary School. As a language teacher he dominated the transcription system of the International Phonetic Association. This offered the oppotunity to observe the relations and interferences of two linguistic systems (German and English) and two graphic systems (orthography and phonetic transcription) in one speaker.

Procedure: We dictated the English and German versions of the same text,the parable of the North-wind and the sun. The patient had to transcribe both versions by the orthographic and the phonetic system. By doing so he produced 4 types of texts:

1. Orthographic transcription of the English text
2. Phonetic transcription of the English text.
3. Orthographic transcription of the German text.
4. Phonetic transcription of the German text.

Result: With regard to the law of Ribot we exspected the following result:

a)There will be a significant difference between the English and German versions,the German version being the better preserved.
b)There will be a significant difference between the orthographic and phonetic transciptions,the orthographic transcription being the better preserved.

The final result corresponded only partially to our hypothesis. Starting with the system best preserved we observed the following range of desintegration:

1. Phonetic transcription of the German text
2. Orthographic transcription of the German text
3. Phonetic transcription of the English text.
4. Orthographic transcription of the English text.

Dear Sir,

I should be glad to participate in the 3 rd International Congress of Applied Linguistics and bring forward a report on the topic "THE ANTINOMIES OF LINGUISTICS AND THE AUTOMATIC INTERPRETATION OF THE TEXT". The abstract ~~ideas~~ of the report are the following.

The modern mathematical and applied linguistics plays the role of science-pilot for several branches of social and even natural studies. Therefore the investigation and discussion of linguistic antinomies acquires a great methodological significance. It is mecanical translation and the automatic interpretation of the text that contribute to solving such antinomies as:

1) Contradiction between a logically organized code and a statistically arranged message (antinomie of "langage - parole"). This antinomy is dealt with in every branch of studies, where, on the one hand, they have to do with a limited set of meaningful basic elements, playing the role of a code and on the other hand, where they have to cope with a limitless number of messages generated by these elements.

2) The paradox between the synchronic description of language and the historical continuity of its developments.

3) The semiotic paradox that is revealed in the assymetry of meaning and form of linguistic sign.

In trying to achive the artificial generation of the text in a machine we must weaken (if not overcome) the effect of these paradoxes.

The first antinomy might be overcome should we approach the problem from „a position of rude force". In this case we might abandon the idea of constructing machanical generative grammars and give the machine an axiomatically complete set of available and eventually possible contexts (such an approach is quite real for specific languages, of the type pilot-aerodrom talks).

However, for standard language, this approach is unacceptable. That is why the first antinomy could be overcome by way of combining of logical and statystical description.

The paradox of synchronic and diachronic aspects of language is usually made less effective by way of selecting and putting into the machine model of language elements that are most frequently used, thus making a basic machine language.

Actualy, here we are confronted by a new paradox, the one between statistics and information. Rare elements of language that have not been included into the 'basic language', turn out to be most important from the informative point of view. Without these rare units of the language we fail to offer an adequate translation. The effect of these paradoxes as well as the consequencies of the antinomy 'meaning - form' can be reduced only through using a computer in such systems of communication, where the author and the reader proceed from the same thesaurous.

Only on this condition the reader will with a considerable degree of probability correctly interpret the text produced by machine even when the text contains numerous omissions.

Yours sincerly

R.Piotrowski

SUGGESTIONS FOR SOME CHANGES IN THE TRANSCRIPTION OF ENGLISH RECEIVED PRONUNCIATION

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In the description of the English vowel system there is one great difference between DaniellJones and A. C. Gimson. Jones considers *quantity* as the distinctive feature, Gimson *quality*. (1). This view has led Gimson to replace the former symbols of the so-called short vowels [i], [u], and [ɔ] by the symbols [ɪ], [ʊ] and [ɒ]. The transcription of the diphthongs was changed accordingly, whereas the so-called long vowels kept their symbols [iː], [uː], [ɔː], and [ɑː]. On the other hand the old [əː] was changed into [ɜː] though Gimson mentioned that its quality is often the same as that of [ə].

This procedure has left the teacher of English with some problems. (a) Various systems of transcription compete for the student's and pupil's attention. (b) The symbol for vowel-length has become redundant. (c) Its retention obscures the fact that English vowels have two allophones (long and short) the distribution of which is regulated by position.

At least one recent publication has demonstrated that the transcription of English RP can do without the symbol for vowel-length - the *BBC Pronouncing Dictionary of British Names*, edited and transcribed by G. M. Miller, London 1971.

Conclusion: The symbol for vowel-length [ː] (and [ˑ]) ought to be restricted to attempts at a narrower transcription than is aimed at in textbooks and dictionaries. An institution like AILA may be called upon to urge phoneticians, educationists and publishers to agree upon *one* system of transcription.

(1) A. C. Gimson, *An Introduction to the Pronunciation of English*, 2nd. edn., London 1970, §§ 7.05, 7.06.

NORMA CULTA REGIONAL VERSUS NORMA CULTA NACIONAL: EL CASO DE AYACUCHO, PERU

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El Perú es un país multilingüe y pluricultural donde se hablan lenguas indígenas americanas y lenguas no-americanas. En los departamentos de la sierra--Ayacucho, entre otros-- coexisten monolingües de lenguas indígenas, bilingües de castellano y una lengua indígena y monolingües hispano-hablantes. Para fines prácticos de escolaridad regular y alfabetización de adultos, se plantea el problema de qué castellano enseñar, si el modelo de la capital o un posible modelo regional.

En muestras del castellano hablado y escrito en Ayacucho, comprobamos la existencia de características que estaban en contradicción con el castellano culto de Lima y que, por lo tanto, harían objeto de discriminación social a los hablantes de Ayacucho trasladados fuera de su localidad. Para establecer si esas formas merecían aceptación entre los hablantes cultos de Ayacucho, aplicamos un test de aceptabilidad a 20 informantes ayacuchanos de un mismo grupo ocupacional: 5 maestros primarios, 5 maestros secundarios, 5 maestros de Escuela Normal y 5 maestros universitarios. El test consistió en leer 40 items extraídos de las muestras del castellano ayacuchano--contrarios a la norma culta limeña-- y en pedirles que dijeran: a) si los items eran formas aceptadas o discriminadas; b) si eran formas que ellos empleaban. Comprobamos que casi todos los items gozaban de gran aceptabilidad entre todos los maestros ayacuchanos y que había especial coincidencia de actitud entre maestros primarios y maestros universitarios. En consecuencia, postulamos que: 1. existe en Ayacucho un castellano culto que difiere del modelo limeño; 2. la norma culta del castellano no puede estudiarse en el Perú en base sólo al criterio de la educación formal; 3. la implantación del castellano culto de la capital a Ayacucho, plantea problemas de difícil solución.

LINGUISTIC CONTRIBUTION TO THE PROBLEM OF APHASIA

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Although aphasia manifests itself mainly as a linguistic disorder, linguistic principles and criteria have until recently been largely neglected in the study of aphasia. The reasons for this neglect and some notable exceptions will be mentioned briefly.

This situation has changed considerably with the arrival of transformational-generative grammar; (psycho-)linguistics today can be considered as one of the most promising approaches to the study of aphasia.

There are three basic questions which face a (psycho-)linguist dealing with aphasia:

1. what are the significant characteristics of the different types of aphasia?
2. what relevance will this linguistic typology have for the speech behavior of normals with regard to the underlying psychological and neurophysiological processes?
3. how can linguistic principles be used in the therapy of aphasics?

Some tentative answers to the above questions can be offered on the basis of the recent research-literature. A test of passive sentence comprehension developed in Amsterdam (cfr. Tervoort in this Congress) which has been administered to a group of 25 aphasics, revealed a tendency to mistake the grammatical subject of the sentence for the logical subject. Thus, the aphasics accept ungrammatical passive sentences (e.g. Mother is peeled by the potatoes) as correct.

A short description and some preliminary results of a morpho-syntactic comprehension test for aphasics, which is currently being developed will also be given. The test consists of 33 subtests, including among others lexical and grammatical ambiguity, comparative constructions, conjunctions, personal and possessive pronouns and tense distinctions. This test forms a part of a more comprehensive testbattery which is meant to measure the evolution of aphasia and the effectiveness of language rehabilitation over a two year period.

ON THE SYSTEMIC CONCEPTION OF LANGUAGE CURRICULUM RESEARCH

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The author presents an evaluation of basic theoretical and methodological problems arising from the application of the general systems theory in language curriculum research. In the systemic conception language curriculum is viewed as a component of a complex system of language education (which is at the same time a sub-system of a general system of education) created by the following elements and their interactions:

a) subject (teacher(s)), b) object (pupil(s)), c) educational program (including also norms, materials, techniques etc.), d) conditions (organizational, social and cultural conditions of education etc.).

Language curriculum should be investigated on two levels:

1) On the level of a 'closed system' it is necessary to analyse language curriculum taken by itself, i.e. in view of its structure (educational goals, objectives, etc.) and of its development.

2) On the level of an 'open system' it is necessary to analyse the functioning of a given curriculum, i.e. its realisation under various didactic and extra-didactic factors which determinate it.

Systemic conception makes it possible to avoid serious shortcomings of the presently prevailing detailistic approach in curriculum research which does not take account of numerous substantial interdependences affecting the total system of language education. From the methodological point of view the systemic conception presupposes an approach not reduced only to a narrow linguistic or didactic analysis, but based primarily on the interdisciplinary psycho-socio-linguistic and psycho-socio-pedagogical theories and methods.

In the conclusion specific aims of the systemic investigation of language curriculum are explained.

LANGUAGE AS A MANIFESTATION OF CULTURAL PLURALISM

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The Center for Twentieth Century Studies is embarking on a long-range humanities oriented study of cultural pluralism. The potential contribution of applied linguistics to this study, based on evidence already established, is the subject of this paper.

Research in applied linguistics has developed a deep chasm between linguists and the academic specialists in language and literature. A quarter century of intensive research in identifying and systematizing exotic languages, and dialects of these, gave stature to language *per se*, especially since most of these had no literature associated with them. The literature oriented language specialists transferred this necessary focus of attention on oral language of the applied linguists to the teaching of established languages and the inherent literary heritage.

In stressing listening and speaking of languages that were literary in quality, second language learning was driven into a *cul de sac*, since the oral language taught was not the everyday means of communication in the native area nor did the methodology by itself develop skill in reading, least of all reading literature, a highly complex operation which a large percentage of persons never master in their native language. In addition the equation of simple language with simplemindedness regardless of chronological age--primitivism in so-called conversations--detracted from the ultimate objective of intellectual stimulus through the study of literature.

With the rise of youth interest in "pop" culture throughout the world, in which exotic languages often lent a contributing force in ethnic identification, with the general availability of communication through media other than print, with the adoption of anti-literature stances by writers of work no longer classifiable by previous viable standards, the rapid changes occurring in languages everywhere, because of these social phenomena, have not at all been reflected in the artifice of textbook making. Textbooks have become the Chinese lanterns of the oriental gardens of second-language learning.

Students have already learned that the sum total of mores and personal expression produces an identifiable culture of which some aspects are universally apparent in all humanity, while others, highly individualized, are apprehended with great difficulty. Therefore, within any group the differences between cultures and their internal variations create a consciousness of pluralism which is of major importance to true understanding of peoples. The homogenous grouping of students at all levels in most schools throughout the world has fostered a "uniview" of the students' own culture and, therefore, of any other.

Second language learning in an academic matrix, through the vehicle of various levels of contemporary oral and written language, can develop effectively a format of instruction which at all times is compatible with student levels of interest, motivation and intellectual capacity in which initiation is through techniques of applied linguistics and its social and psychological derivatives coordinated with an evolving awareness of the cultural pluralism which the language manifests in its various forms.

THE ROLE OF CORRECTIONS IN THE SPEECH OF CHILDREN AGED 5 - 7 YEARS

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Children aged 5 - 7 years exhibit certain individual differences in their use and understanding of Language. In analysing the speech of such children certain questions arise:

1. To what extent can individual differences in the level of performance be explained by differences of linguistic knowledge (competence)?

2. To what extent can individual differences in the level of performance be explained by differences in the knowledge of performance factors?

and thirdly, the composite question this paper attempts to answer:

3. What is the significance of corrections; do they correct aspects of linguistic or performance knowledge; are they self-correction or based upon feedback from another person?

Description of the Linguistic Data Collected

1 group of 30 5-year-old children and
1 group of 30 6-year-old children seen 3 times over a year. Individual interview each time.

The Nature and Context of the Corrections

Corrections fall into 3 groups

a) corrections of syntax
b) corrections of meaning
c) corrections of performance related to the child's perception of the situation.

Conclusions

1. Corrections of all types increase with age.

2. With increasing age corrections b) and c) types increase leaving a) at about the same level.

3. Correction b) concerned with meaning generally based on feedback and indicate that child is relatively unconcerned with the impact he makes on his hearer with his language.

4. Correction c) based at first on feedback but with increasing age based more on the individual child's understanding of what is expected and required in that particular verbal interaction.

PROBLEMES DU BILINGUISME ESPAGNOL-FRANCAIS CHEZ DES TRAVAILLEURS IMMIGRES

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L'enquête porte sur
1) le français parlé par des travailleurs immigrés espagnols
.résident en France depuis plusieurs années
.ayant acquis le français, et l'utilisant,oralement
.continuant à utiliser l'espagnol dans leur vie familiale
2) complémentairement, l'espagnol parlé par ces locuteurs.

Problème de départ

Le type de français auquel arrive cette population manifeste un taux élevé d'interférences de l'espagnol langue maternelle. Dans le même temps l'espagnol pratiqué se trouve altéré par de nombreuses interférences du français. On aboutit à une large indifférenciation pour ces locuteurs entre L 1 et L 2 (avec des conséquences individuelles considérables sur l'utilisation du langage comme instrument de communication avec / intégration à différents groupes et comme instrument de pensée.

Traitement linguistique

A. Le recours à une linguistique contrastive abstraite mettant en relation les systèmes du français et de l'espagnol serait ici peu adéquat. On préfère envisager le "système approximatif (L 1 --)L 2" stabilisé de ces locuteurs comme un type représentatif de "langage d'immigrants" (cf. W. NEMSER, I.R.A.L. IX/2, May 1971).

B. La proportion d'éléments de L 1 dans le "système approximatif L 2" décroît (phonie grammaire lexique) à mesure que le système est plus complexe et moins fortement structuré. On tente,à partir de la gradation à peu près inverse d'éléments de L 2 dans L 1, des résultats à des tests de discrimination L 1/L 2, et des jugements des locuteurs. de serrer de plus près la notion d'"indifférenciation" (selon les niveaux d'organisation du langage, la dissymétrie décodage/encodage, etc.)

Paris, Mars 1972

THE VIDEO-CASSETTE: A NEW CHANNEL FOR LANGUAGE LEARNING

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The college level course in basic Spanish has been produced especially for video-cassettes. Through the innovative use of instructional television techniques, the material normally covered in two academic years is covered in one. Moreover, the course content is significantly enriched by incorporating the non-verbal, gestural level of Spanish as observed in natural conversational settings.

The dialogue method is basic to modern language teaching, yet its full potential has not been realized. Listening to dialogue tapes in the Language Laboratory is not ideal for learning because the visual element so important in face-to-face communication is missing. Furthermore, the material often is stilted and artificial. Instructional television, as previously available, permitted the presentation of both auditory and visual images, but suffered from inherent limitations as a language teaching tool. Repetition is essential for language learning. Yet when televised lessons are presented to groups of students, via closed circuit systems or cumbersome reel-to-reel playback equipment, it is difficult to schedule showings at every student's convenience, or to arrange reruns if a student wishes to see a particular segment again. The advantage of the video-cassette is that flexible, individualized scheduling becomes a simple matter.

The convenient repeatability of the video-cassette is a feature well suited for teaching non-verbal aspects of language. The course demonstrates to the student that Spanish differs from English not only in vocabulary and grammar, but also in its system of non-verbal signaling. Unless a student has acquired a command of this aspect of Spanish, he cannot fully communicate in it. Essential though it is to effective interpersonal communications, the non-verbal aspect is normally neglected in the teaching of second languages. The ease with which a student can replay individual video-cassettes enables him to absorb nuances of gesture, body positions, and facial expressions as these occur in conversational exchanges.

The course is organized around a full-length Mexican motion picture which provides continuity and stimulates student interest. The movie is shown in brief installments, augmented by video-taped dialogues, dramatized vignettes, and other video instructional techniques. Each of 110 units lasts about 20 minutes and is based upon one short scene from the movie. Individual scenes are analyzed in detail to identify and explain new vocabulary, grammatical structure, non-verbal cues, and its implicit cultural setting.

The planning and evaluation of the course followed a formal 10 step procedure for instructional design which began with the formulation of behavioral objectives and ended with classroom tryouts.

LES CONCEPTS DE "STRUCTURE" ET DE "STRATIFICATION" DANS LA SOCIOLINGUISTIQUE

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Cette communication constitue une exploration ultérieure dans le domaine que j'ai étudié dans plusieurs de mes travaux, notamment dans "Aspectos metodológicos de la dialectología hispanoamericana" (Montevideo, 1958), "The Social and Cultural Status of Guarani in Paraguay" (dans W. Bright: Sociolinguistics, Mouton, 1968), "¿Qué es un americanismo?" (dans J.M.Lope-Blanch, El Simposio de México, Mexique, 1969), et "A Structural View of Sociolinguistics" dans Paul L. Garvin: Method and Theory in Linguistics, Mouton, 1970).

Il s'agit de déterminer si la dite "linguistique externe" pour être structuraliste doit étudier les structures internes de la langue, ou bien si la langue présente également une "structure externe", différente de l'interne, qui pourrait et devrait constituer le sujet d'une "linguistique externe" structurale.

Si on conçoit l'aspect externe de la langue en tant qu'un ensemble de rapports possibles entre les idiolectes, on arrive très facilement à plusieurs constatations: (1) qu'il y a une différence qualitative entre un idiolecte (une réalité du langage) et plus d'un idiolecte (qui est toujours une abstraction), sans qu'il soit important d'un point de vue théorique si "plus d'un idiolecte" signifie deux, trois ou un milliard d'idiolectes.

(2) que la linguistique "interne" peut décrire un idiolecte, mais l'étude (comparative) de plusieurs idiolectes est la tâche de la dite "linguistique externe".

(3) qu'à toute fin pratique, un petit groupe d'idiolectes peut être considéré comme homogène, c'est-à-dire comme s'il s'agissait d'un seul idiolecte, et constituer le sujet de la linguistique descriptive (interne).

(4) que les rapports entre les idiolectes (ou groupes homogènes d'idiolectes) peuvent se représenter sur trois axes: diachronique, diatopique (dialectologique) et diastratique (sociolinguistique). La stratification sociolinguistique n'est donc qu'une des stratifications du diasystème. La stratification sociolinguistique n'est pas absolue, car elle dépend de la stratification dialectale et de l'historique. Les trois stratifications sont interdépendantes et elles forment la "structure externe" du langage.

(5) Les critères qui définissent une "structure" peuvent s'appliquer à cette structure externe: elle est bipolaire (un langage n'est pas vulgaire s'il n'y a pas de langage cultivé, de la même façon que *loups* ne serait pas un pluriel s'il n'y avait pas un *loup*, selon Saussure); chaque élément a une valeur de structure qui dépend du reste du système, et si on enlève un élément, la valeur de structure de tous les autres éléments changera; il y a association de deux univers d'ordre différent (voir ma définition d'*attitude*, 1968).

(6) La structure sociolinguistique ne coîncide pas nécessairement avec la structure sociale ou sociologique. Le même individu peut appartenir à une couche sociale et à une couche sociolinguistique complètement différente.

(7) Quand la sociolinguistique s'occupe des sujets parlants, elle peut leur attribuer des positions absolues dans le système (au moins d'un point de vue sociolinguistique), mais quand elle s'occupe des éléments du langage, ceux-ci sont relatifs et peuvent être délimités ou décrits uniquement selon leur valeur de structure.

En somme: une sociolinguistique structurale étudie la structure externe et non pas la sociologie de la structure interne du langage.

TEACHING A SECOND LANGUAGE: A PSYCHO-PHILOSOPHICAL ENQUIRY

This paper, examining second language teaching in its conceptual substrata rather than in its classroom modalities, sets it against the background of the contradictory Empiricist and Mentalist (Rationalist) approaches to the basic problem of knowledge acquisition. The Empiricist view, as embodied in Behaviourism, is seen to culminate in Skinner's theory of verbal behaviour, whose tenets, in turn, affect a substantial number of second language teaching manuals. Behaviourism is submitted to a critical examination, with regard to language, by Chomsky, who develops, in a highly individual key, the Mentalist belief in an inborn, specifically human, language-generative intuition. This concept of innate, generative and transformational grammar is in turn analysed in the light of Strawson's, Belyayev's and White's remarks - thus leading to the concluding proposal of a working hypothesis meant to bring second language teaching conceptually closer to intuition-fostering (creativity-spurring) tuitional procedures.

Mrs. S.M. ROUVE

University of London
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London, England.

1971.

LANGUAGE STANDARDIZATION AS A KIND OF LANGUAGE TREATMENT

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Language standardization is one of the most common types of language treatment. This paper will explore the different kinds of meanings attached to the term "standardization" by different populations within a speech community, the differing actions which these populations take toward language in standardizing it, and the different institutions and instruments which result from these differing definitions and actions. One well-known institution for standardization is the language academy but many others exist.

INDIVIDUAL AND CULTURAL VARIATIONS IN YOUNG CHILDREN'S ABILITY TO DESCRIBE AN EVENT BY HELP OF TEST-PICTURES

by
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The aim of the project is to examine the ability of 3 - 4 years old children to name the things and to describe the actions by tests with six pictures prepared by psychologists and linguists in Yugoslavia and provided for international use. The following pictures were used: 1)the girl is giving the boy a flower, 2) the girl is mailing a letter, 3) the cat is up the tree and the children are watching it, 4) the horse is jumping over a fence, 5) the boy is feeding a carrot to the donkey, 6) the policeman is stopping a car. The present paper is a preliminary report of Swedish-, English- and Latvian speaking children in Sweden. The main group of subjects tested (in collaboration with Dr. D.Vasko) consisted of 3 - 4 years old Swedish children in Småland, Sweden. The interest in my study was focused on the child's ability to recognize the things and to find the corresponding word to describe them.

SAMPLING SPEECH AND THE COMMUNICATIVE COMPETENCE OF ADOLESCENTS'CONVERSATIONS

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It is argued that many more attempts to sample speech are necessary to formulate an ultimate theory of communicative competence,since it is not true that theories of 'emic' units in the speech situation preclude theories which arise from examining speech 'etically' - as Broadbent(1971)points out":it is theoretically productive to get our ideas from applied work." No general theory of an ethnographic nature (i.e.Hymes:1971) so far advanced has achieved a generally agreed finite list of significant components which combine to specify communicative competence. This implies that much more empirical work on speech (and the kind of adolescent conversations in English,French,German and Spanish collected by the York Survey is described as one example) is needed together with better descriptions of social situations.

The ability to function in conversations is a large and important part of communicative competence, and drawn from our transcripts of approx. three million running words of adolescent conversations several of the possibly many individual'competencies'will be illustrated and discussed:

a. The ability to understand utterances in spite of various kinds of hesitation phenomena,

b. The understanding of time reference as a factor of discourse, not necessarily an internal sentence feature,

c. The ability to acquire'common knowledge' via conversation (incidental learning), in addition to the stock of common knowlege which ethnomethodologists rightly assume speakers bring to social situations,

d. The ability to 'change the subject'depends upon the perception by the speakers of lexical,semantic and referential associations, as well as the syntactic relations of verbs.

THE SEMIOTICS OF MLT : TOWARDS A SEMIOTIC APPROACH TO MODERN LANGUAGE TEACHING FOR ADULTS

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The major subdivisions of semiotics -- repeatedly labelled by semiotic research (Sebeok etc) as syntactics,semantics,and pragmatics -- are here interpreted as components of one and the same semiotic model within an integrated theory of signs. Until very recently, linguistics -- in both its theoretical and applied varieties -- concentrated exclusively on semantic and syntactic analysis to the complete neglect of an integrated pragmatic component of a linguistic model of communication (in which extra-linguistic factors may have the upper hand). However,of all the newly emerging interdisciplinary branches,the one coming closest to a postulated and/or hypothetical "pragmatic" component is -- perhaps paradoxically -- sociolinguistics. Role relationship,role analysis as well as situation analysis (particularly within Roman Jakobson's wellknown scheme of communication) may provide the theoretical linguistic and extra-linguistic framework for a systematic (possibly formalized) survey of (language)teacher/(adult)student communication; both feed-forward and feed-back are equally relevant in the teaching process,reducible to multi-level multi-codes (i.e. interrelated and interdependent sign repertoires), linguistic as well as non-linguistic. Group dynamics,too, could be viewed as functioning at all levels of the major channels of human communication (auditory,visual etc). Such an approach is all the more necessary as it is high time that human communication (cf Cherry etc) in its most practical aspects,e.g.language teaching/learning,should benefit by feedback from,for instance,zoosemiotic research (where pragmatics occupies a central place),in much the same way as brain research was so unexpectedly stimulated by computer science (cf Wooldridge etc).

A research project is now under way in Stockholm for the analysis of teacher/student communication by means of close-circuit television -- with TBV Stockholm (Tjänstemännens Bildningsverksamhet) providing equipment, "raw material" and research facilities. The paper gives a detailed account of this particular research project of general interdisciplinary utility: work in progress,results obtained,future prospects. The suggested "pragmatic component" may help bring about coherence as well as order and system among the complex factors entailed by teacher/student communication.

ON DEVISING A NATIVE-LANGUAGE BASED SPELLING PRONUNCIATION SYSTEM FOR BLIND FOREIGN LANGUAGE LEARNERS

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Conventional dictionaries for blind people take up a great deal of space. A taped dictionary, besides being more compact, would also be accessible to the newly-blind person unfamiliar with Braille. The paper deals with some of the problems associated with representing L2 spelling by the phonological means of L1, when the latter is spelled near-phonetically. The system outlined is intended for Finnish learners of English, but the principle is applicable to other L1's.

The first step in devising a L1-based spelling pronunciation system for any L2 is to prepare the graphotactic and phonotactic charts of L2 and L1 respectively. After this, the phonemes of L1 are tentatively assigned to the graphemes of L2, following as closely as possible the spelling conventions of L1. Apart from the fact that there may not be enough phonemes in L1 to match every grapheme of L2, the pairing may prove impracticable for other reasons, frequently because the key produced in this way generates sound sequences that are unacceptable in L1, when used to incode L2 orthographic words. Even when acceptable sequences are generated, they may be of such low frequency in L1 that they are easily misinterpreted. The basic problem is that of achieving a viable compromise between maximum listening comprehension and maximum economy of expression.

To make for greater operational ease it may be advantageous to assign two L2 graphemes to one L1 phoneme; for instance, the letters c and k in English can both be incoded as [k]. Since the spelling pronunciation is followed by the correct L2 pronunciation, the resulting ambiguity is immediately solved. This presupposes familiarity with a few basic invariances of the spelling of L2. This knowledge must be describable by a very limited number of rules so as not to defeat the primary purpose of the system.

When the tentative pairing of L1 phonemes with L2 graphemes results in a key that generates unacceptable sound sequences, the pairing must be revised or dummy elements introduced. For instance, since Finnish has no initial clusters except in some loan-words, these often have to be broken up by inserting a dummy vowel, e.g. an [æ], which has no graphic equivalent in the system adopted.

To ensure error-free decoding, deliberate redundancy can be built in at definite points.

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DE LA NOTION DE STRUCTURE SOCIALE ET SES INCIDENCES EN SOCIOLINGUISTIQUE

L'objet de la présente communication est d'envisager l'étude de la notion de structure.

Dans un premier temps on définira le concept de "structure" en lui appliquant les critères qui déterminent la notion générale de "structure" et l'on pourra ainsi vérifier les définitions fondamentales telles que Saussure les a données à la linguistique structurale.

Ensuite en nous basant sur une récente étude faite par José Pédro Rona (A Structural View of Sociolinguistics) dans laquelle il traite de l'attitude linguistique qu'il définit à la manière saussurienne comme l'association entre une croyance et un fait, nous essaierons de montrer comment le concept d'attitude linguistique ne se réfère pas exclusivement aux faits de langue mais aussi à n'importe quel fait croyance.

Après avoir ainsi déterminé les facteurs ouxquels toute structure doit satisfaire nous pourrons vérifier qu'en fait la société ou les différents groupes sociaux à l'intérieur de la société satisfont à ces critères.

En nous appuyant sur les précédentes considérations nous définirons les notions de macro et de micro structure sociale en envisageant les rapports qui les déterminent.

En guise de conclusion nous envisagerons la langue à travers ses diverses fonctions en nous concentrant particulièrement sur la fonction symptomatique en tant qu'auxiliaire de classement du sujet parlant à l'intérieur du diasystème.

THE EXPANDING OF THE NOUN PHRASE IN CHILD LANGUAGE

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We have examined the development of the noun phrase in the speech of seven children acquiring Serbocroatian as their mother tongue at the ages 1;9 - 1;11. Our major concern has been to state the syntactis and morphological strategies the children have been making use of in expanding noun phrases by attributing some quality to the notion represented by the noun, by expressing some possessive relations, and by quantifying the noun phrase.

The phenomena have been evaluated by taking into consideration both the possibilities the Serbocroatian grammatical system offers to the children and the cognitive prerequisites the children must possess in order to be able to acquire the grammatical strategies of their mother tongue.

PERFORMANCE FACTORS AND VOWEL FORMANT VARIATION

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Three different sources of variation of vowel quality are being investigated: (1) linguistic context, mainly with regard to syntactic structure, (2) emphatic stress, and (3) communication situation. For that purpose vowel formant frequencies of identical syllables spoken in isolation, within words, in proper sentences, in semantically anomalous sentences, in grammatically anomalous sentences, under the condition of emphatic stress, and in a situation of communication severely impaired by noise have been measured and compared. The results suggest that all three factors have their specific effect not only on the 'classical' suprasegmental features of vowels - pitch, loudness, and length - but also on formant structure (with the expected high correlation between quality and duration). Results are interpreted within the framework of a psycholinguistic approach to performance which centers around a rather neglected aspect of human speech communication, namely the variability in the degree of "distinctness" of the message in the phonetic, i.e. articulatory, acoustic, perceptual, part of the transmission line. The communicative relevance of this variable is discussed.

The approach reflects the growing general awareness of the necessity to take performance factors into consideration when dealing with problems of applied linguistics and especially those of applied phonetics, and the increasing interest in what might be termed "ecology" of human speech communication.

THE APPLICATION OF ORDERED PHONOLOGICAL RULES TO THE TEACHING OF ENGLISH PRONUNCIATION

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This is a report on a pilot study involving the use of ordered phonological rules to teach English pronunciation. The rules are based on generative phonological rules for English, such as those described in Chomsky and Halle (1968, The Sound Pattern of English), in which the rules derive phonetic outputs from underlying representations. Since standard English orthography is fairly close to Chomsky and Halle type underlying representations, the normal spelling of the words was used as a basis for rule application. The purpose of the rules was to teach proper stress assignment, vowel quality, and consonant modification, alternation, and elision in English words. Since native speakers of French generally have particular difficulty in mastering these parameters, French subjects were chosen for the study.

The three subjects were first asked to read 224 English words, all of which ended in one of the following suffixes: -cy, -ion, -ty, -ous, -an, -al. The subjects were then given certain general instructions. After this, for each set of words (as arranged by suffix), they were given a set of ordered phonologucal rules and asked to apply them to words which demonstrated the patterns to be worked on. The words to which the rules were applied were not real English words, but rather, nonsense words which demonstrated the same patterns as the real words. After performing the rules on the nonsense words, the subjects were asked to read the real words again, without looking at the rules (never having heard these words pronounced in the interim between this time and when they first read them). The improvement was marked (being as high as 900% for one subject for the set of -cy words).

The subjects read 224 words each--a total of 672 word tokens read. The total number of correct pronunciations before the rule application exercises was 385. The total after the exercises were performed was 543, indicating an overall improvement of 41%.

This improvement was achieved without repetitious drilling; the subjects merely applied the rules to the nonsense words one time. It would be expected that repetition of the rule-application exercises (over extended periods of time) would increase the degree of improvement, as well as insure the retention of correct forms, over time. It is expected that other sets of rules may provide for a schema for teaching the pronunciation of polysyllabic English words in general (not merely those words ending in the six suffixes mentioned above). It is also expected that this technique can be used for source and target languages other than French and English.

A handout will be provided exemplifying some of the rules.

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"War-applied linguistics": Zu einer Spielart der Angewandten Linguistik.

Für den Linguisten - ebenso wie für den Atomphysiker - besteht die moralische Pflicht, seine Forschungsarbeit nicht in den Dienst kriegerischer Unternehmungen zu stellen. Gegenbeispiele sind u.a. das Erlernen von in Vietnam gesprochenen Dialekte, was auf dem Trainingsprogramm der Green Barrets steht, oder die Entwicklung einer Spezialschreibmaschine durch die U.S. Army, womit sich an der Front chinesische Texte abfassen lassen. Diese Spielart von Angewandter Linguistik ist nicht neueren Datums, sie kam z.B. auch schon im 2. Weltkrieg zur Anwendung. Ein solches Zeugnis stellt u.a. das von Robert A. Hall Jr. verfasste und noch heute von der Linguistic Society of America vertriebene Büchlein "Melanesian Pidgin Phrase-Book and Vocabulary" (Baltimore, 1943) dar. - Die Aufgabe für den Linguisten besteht darin, sich auf Fragen zu orientieren, deren Untersuchung und Lösung der menschlichen Verständigung dient.

ASPECTS LINGUISTIQUES de l'ETUDE d'UN VOCABULAIRE POLITIQUE : la "TERMINOLOGIE EUROPEENNE".

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L'étude de la terminologie dite européenne, c-à-d. du vocabulaire spécifique de l'intégration européenne - en usage dans ce qu'on a appelé *l'eurosphère* - fait apparaître certains phénomènes typiques, que l'on retrouverait vraisemblablement dans d'autres secteurs du langage politique . En examinant la formation de cette "terminologie", qui est plutôt un usage (cf. l'expression allemande "europäischer Sprachgebrauch"), on constate tout d'abord un *flottement*, une série de tâtonnements, soit concomitants, soit successifs, qui soulignent la richesse des ressources créatrices de la langue . Synonymes, vrais ou faux, périphrases, termes de niveaux différents entrent en concurrence pour désigner la réalité nouvelle : espace économique, objectif politique, institution, pouvoir, etc. En général, il y a bientôt *fixation*, officielle dans le cas du vocabulaire institutionnel, spontanée dans le cas du vocabulaire politique . L'étude des motifs montre, à côté d'autres éléments, l'importance des mots-programme (comme "supranational" p. ex.) et, dans le cas qui nous occupe, celui du parallélisme inter-langues (internationalismes comme "intégration", etc.) . Certains *mots-clés* se détachent et deviennent des pôles d'attraction : leur dynamisme se marque non seulement par leur fréquence, mais par leur aptitude à provoquer l'apparition de composés et de dérivés, de tournures phraséologiques, etc. Nous distinguerons enfin de ces mots clefs les *slogans* et les appellations polémiques, qui se caractérisent plutôt par leur diffusion et disparition rapides, la surenchère et la tendance à la bipolarisation .

MAY WE SPEAK ABOUT PHONOLOGICAL SYSTEM IN THE SPEECH OF THE APHASICS ?

(abstract)

by

Paul Schveiger

1. The phonological systems in the framework of competency - performance relationship.

1.1. Phonem and allophone.

1.2. Aphasics' phonological systems.

1.2.1. Replacing of a sound: X --→ Y.

1.2.2. Falling of a sound: X --→ Ø.

1.2.3. Introducing of a new sound: Ø --→ X.

2. Modifications in the system of DF with aphasics.

3.1. Has the aphasic one *or* more phonological systems?

3.2. Has each aphasic an *own* phonological system?

4. Conclusions.

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RECHERCHES SUR LE CONTENU LINGUISTIQUE D'UNE MÉTHODE DE LANGUE À L'AIDE D'UN ORDINATEUR

L'ordinateur nous fournit un moyen important dans l'analyse linguistique de méthodes de langue, analyse presque infaisable manuellement.
Les programmes, écrits en SNOBOL-4, se déroulent sur un ordinateur IBM 360/65 et ont pour seules données les textes des méthodes mis sur cartes perforées, sans que ces textes soient munis d'autre codage et d'un dictionnaire contenant des informations grammaticales.
Il est possible de déterminer le nombre des phrases, des formes lexicales, des formes lexicales nouvelles par leçon et en total et la distribution de ces formes dans la méthode.
En même temps il est possible de déterminer la catégorie grammaticale à laquelle ces formes appartiennent en vue d'une analyse morphologique et tout cela presque sans intervention humaine. Seulement, à cause de la capacité restreinte de la mémoire de l'ordinateur, ce qui empêche l'introduction d'un dictionnaire suffisamment large, il faut apporter quelques corrections après la détermination de la catégorie grammaticale des formes. Ensuite l'établissement d'une liste inverse des catégories trouvées permet l'analyse morphologique.
En ce moment on élabore des programmes en vue d'une analyse syntaxique.
Le cours *Vous avez la parole* (Colin-Paris) comporte 90 leçons. Deux leçons de dialogues sont suivies d'une leçon d'exercices structuraux, de sorte qu'il y a en tout 60 leçons de dialogues et 30 leçons d'exercices structuraux.
Pour les dialogues le nombre des phrases par leçon varie de 15 à 51, le nombre des mots par leçon de 84 à 289, tandis que pour les exercices le nombre des phrases varie de 158 à 303, le nombre des mots de 874 à 1761.
En tout, les dialogues contiennent 1830 phrases, les exercices en comportent 7154.
En considérant la distribution des mots *nouveaux* dans les dialogues, on constate qu'il s'agit d'un processus assez stable et continu. Seulement, le nombre total des mots différents qu'on trouve dans les dialogues ne dépasse pas les 1440, ce qui est nettement inférieur au vocabulaire du Français fondamental 1er et 2er degré.
Dans le cours entier on peut constater l'absence de mots tels *arrière*, *avenue*, *avis*, *car* (nom), *contre*, *double*, *dur*, *étranger*, *étudiant*, *mai*, *neuf* (adjectif), *tabac*, *tuer* et au moins 300 autres mots du FF-1, et de mots tels *adieu*, *afin de*, *apparaître*, *aussitôt*, *bonheur*, *car* (conjonction), *cependant*, *constater*, *demeurer*, *environ*, *face*, *juste*, *lorsque*, *malgré*, *or* (conjonction), *en outre*, *parfois*, *parmi*, *quant à*, *selon*, *sinon*, *soudain*, *tandis que*, *volontiers* et au moins 850 autres mots du FF-2.
En ce qui concerne la morphologie: dans les dialogues on trouve beaucoup de verbes qui ne sont représentés que par une seule forme. Dans ces cas-là il s'agit surtout de verbes réguliers. D'autre part, *aller* est représenté par 12 formes, *vouloir* par 13, *pouvoir* par 15, *être* par 21 et *avoir* par 23.
Le premier substantif qu'on trouve dans la liste de fréquence en ordre décroissant est pour les dialogues *monsieur* (fréq. 33) tandis que le substantif le plus fréquent des exercices est *femme* (fréq. 119).

A.G. Sciarone (DELFT)
Leo L. Vanmaris (LEIDEN).

BILINGUAL EDUCATION PROGRAMS FOR THE CHILDREN OF MIGRANT WORKERS IN THE BELGIAN PROVINCE OF LIMBURG.

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In Belgian State-schools and in the private State-supported schools bilingual education programs are not allowed by the Belgian government. Therefore the Greek, Italian, Spanish... Ministries of Education have set up courses in the vernacular beyond the normal school-curriculum, mostly on request of their citizens abroad. These amount from 2 to 6 hours a week. Moreover, theItalian government has established 3 day schools in Limburg, where part of the program is in Dutch.

These two initiatives have now been confronted with the statements found in an article by R.KJOLSETH (1). He suggests to describe bilingual education programs in terms of two extreme models on a continuum of possible bilingual education programs, viz. an assimilation model, comprising all programs which make for ethnic language (and culture) shift, and a pluralistic model consisting of all programs which make for ethnic language (and culture) maintenance.

The confrontation has revealed that the bilingual programs in Limburg are neither pluralistic, nor assimilation-like.

1. The combined program of Belgian curriculum and courses in the vernacular : both parts of the program appear to counter-act each other. Whereas the Belgian schools try to assimilate these children as soon as possible, the foreign teachers act as if they were teaching somewhere in Greece, Turkey... Indeed, neither of the two groups of teachers seems to have any idea of the other's language, geography or history, and what is worse, there is no coordination whatsoever.

2. The three Italian day schools : these are normal curriculum Italian day schools with a second language, viz. Dutch, added. There the situation is somewhat better, as coordination is possible. But as only one of the Italian teachers understands Dutch and the Belgian teacher doesn't understand Italian attention is concentrated on individual pupils, never on the program. An additional difficulty for the teacher of Dutch is the heterogeneity of his classes. Some of the pupils were born in Belgium and have a good working knowledge of Dutch, whereas others only arrived very recently. Even in the Italian day schools there is a strong 'conservative' reaction for the maintenance of Italian, since the only subject taught in Dutch and by and by Belgian teacher is Dutch. The situation appears to be better in the two primary schools than in the secondary school, because the number of contact hours with Dutch is considerably higher.

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(1) R.KJOLSETH : Bilingual Education Programs in the United States : For Assimilation or Pluralism ? Paper presented in the section on "Sociological Perspectives on Bilingual Education" of the Sociolinguistics Program at the 7th World Congres of Sociology held in Varna, Bulgaria, September 14-19, 1970.

Sociolinguistic Strategies for Teachers In a Southern School System

During the past two years, sociolinguists from Georgetown University and the Center for Applied Linguistics have been working with the Norfolk, Virginia public schools in an effort to re-educate teachers from a single normed view of language to one which is both broader and more relativistic. The project is intended primarily as a service to the Norfolk school system with the immediate goals being to help teachers:

1. to understand the vernacular language system of their black pupils.
2. to develop an appreciation for and an understanding of the pupils' need to use different systems in different contexts and for different purposes.
3. to use language as a bridge to understanding the total culture of the black pupils.
4. to know about teaching strategies devised specifically for these pupils.
5. to know about materials devised specifically for these pupils.

The program operates in three phases:

1. The workshop phase--4 full days separated by at least three weeks for maturation time.
2. The service phase--Those teachers who ask for help in applying the workshop principles to their classrooms get it from the staff.
3. The advanced training phase--Those teachers who now realize what it is that they need to know about language ask for, and get, a two-week intensive summer course in language variation.

A secondary purpose being served by the Norfolk project is that it is being studied as a means of implementing change in teacher education programs by starting with in-service training, then relying on educational fadism to make the in-service program attractive to pre-service teacher trainers.

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Abstract for
3rd International Congress of Applied Linguistics
Copenhagen, Denmark 21st-26th August, 1972

Sociolinguistics and the Medical History

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It has been estimated that approximately 60% of success in the medical treatment of a patient stems from an accurate assessment of the patient's problem. This assessment, although referred to by physicians as the medical history, is actually a fieldwork situation which is not unlike that which is carried out by the linguist. In this paper I shall note how physicians have failed to recognized that their use of language in the medical history may interfere with the successful completion of their task. I shall examine data used in actual medical history questionnaires to point out that the mismatch of the physician's city black patient's answers can cause not only a failure of communication but also a failure of urgent medical attention. The paper will conclude with suggestions on how to remedy this situation involving the training of physicians, the use of paraprofessional interviewers and the development of automated history gathering devices.

Empirical Foundations of Contrastive Studies

The aim of this paper is to examine some of the methodological assumptions of linguistic studies dealing with contrastive syntax in the light of the requirement that contrastive linguistics specify the unique path of acquisition of L2 given L1 as the mother-tongue.

Most contrastive studies follow the fairly standard procedure of collecting a corpus of L2 productions by native speakers of L1 and then isolating those structures from the corpus that appear to be deviant in terms of the competence grammar of L2.

The procedure, it is obvious, involves a comparison between non-native performance and native competence without taking either native performance or non-native transitional competence into account. It assumes that non-native performance errors can be uniquely distinguished from both native performance errors and non-native performance errors of speakers of another L1. It also ignores factors of rule complexity and their order of acquisition in L2.

If the comparison is made between native and non-native performance, we will argue, quite a bit more has to be done. Multi-lingual and bi-directional studies will have to be conducted to verify the uniquness hypothesis. I have conducted some studies in which written responses to specified questions, the answers to which entailed the utilization of certain rules comparable analogues to which exist in the various L2's, were asked for from speakers of various languages. I have also conducted some bi-directional studies.

This paper will attempt to describe these studies and present some of the evidence I have been able to obtain. The evidence can be used to evaluate hypotheses of the following sort:

(i) The class of performance errors in Lj+1 given Lj as the mother-tangue will always include a sub-class which will not be found in a comparable corpus of Lj+1 given Lk as the mother-tongue.
(ii) The class of non-native errors always includes a sub-class that will not be included in the class of native performance errors.

The paper will also make some evidence available that suggests that native performance errors overlap non-native errors to a considerable extent.

After difficulties resulting from the inherent complexity of the rules of L2 and their order of acquisition by natives are isolated and unique problems of each group of non-natives are delimited, transfer analogues of rule differences (including zero differences) can be established and systematically studied. We will, it is the contention of the paper, then, and only then, be in a position to specify the unique path of acquisition of L2 given L1 as the mother-tongue.

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THE CONCEPTS OF "ABERRANT CORPUS" AND "HIERARCHICAL SYSTEM OF ERRORS" IN CONTRASTIVE ANALYSIS . (Abstract)

by *Tatiana Slama-Cazacu*(University of Bucharest,Romania)

1.*Limitations of a strictly comparative contrastive(Cs)study*.Inevitably,learning a foreign language poses the problem of the acquisition of a language(target language-*TL*)on the background of a former linguistic storage(base language-*BL*).This makes it necessary,in research both fundamental or having the applied aim of an improvement of this process:I)a linguistic *Cs* study(for comparatively establishing the peculiarities of the two systems-*Ss*),and also II)a psycholinguistic *Cs* study(as,in research regarding the learning of a language and not the strictly linguistic typology,the two *Ss* actually meet in the learner:whence the various psycholinguistic consequences).Once this complex perspective is accepted,the limitations of an exclusive *Cs* approach of type I) come to the fore,phenomena being noticed,which can not be explained only by abstractly comparing the two languages,and not even by observing their meeting in the learner(by phenomena of "transfer/interference").

2.*Methodological principles adopted*. A *Cs* analysis in this conception(as a *contact analysis* of the two *Ss* in the learner)requires the thorough study of *all* the effects resulting during the meeting of the two *Ss*.This study implies:1)*Investigation of the whole process of a TL acquisition*,hence establishing an *acquisition corpus (AcqC)*;2)*Collection of facts*:a)through systematical observation and experimental investigation,b)regarding both emission and reception, and c)in various stages of acquisition;3)*Selection*,from the *AcqC*, of the relevant facts for predicting difficulties in acquisition and hence for improving the learning process,therefore selection of distortions(interpreted as "errors"):we consequently proposed to establish an *aberrant corpus*(*AberC*)on scientific methodological basis -by no means empirical - that were mentioned in 1) and elaborated through the objective means to be mentioned below;4)*Systematization* -through statistical processing of the relevant items in the *AberC* -of the distortions,according to the rank given by their frequency in that situation(i.e.the acquisition of a certain *TL* on the background of a certain *BL*),in various stages of learning and,subsequently,their statistic average -i.e.establishing *the hierarchical system of errors*(*HSE*) for the situation when a certain *TL* meets a certain *BL*.

3.*Research on these theoretical and methodological bases*.1)*"One TL(Romanian) and 20 BL"*.A research performed by the author together with G.Doca at the Summer Courses of the University of Bucharest at Sinaia,with 141 subjects divided into 3 stage-categories,having various *BL* and learning Rom.The *AberC* shows both typical errors for each pair(Rom-Dan,Rom-Fr,Jap,etc.)and *general* errors in learning Rom,irrespective of the *BL*(some caused by the particularities of the *BL*,others pertaining to "universals of learning"among which the learning stage).The statistical processing of the general *HSE* is based on a personal system of errors classification.2)*"HSE in the situation of learning English by native speakers of Romanian"*.The research is a part of the "Engl.-Rom. Cs Analysis Project".The HSE, elaborated by the author in collab.with the Engl.Lang.Dept.(D.Chitoran *et al.*),using the same methodology,is based *on the AberC* of the students in the Engl.Dept.(as a first step in this research).

YOUNG CHILDREN's RESPONSES TO ADULT SENTENCES OF VARYING COMPLEXITY

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Recent studies have shown that the language adults use in speaking to young children is qualitatively different from adults' speech to other adults (Snow, 1972). As a result, children hear a sample of speech which is relatively simple, consistent, and repetitive, in comparison with normal adult speech. The question arises whether these characteristics of speech to children can be attributed primarily to adults' expectations about the kind of speech appropriate for children, or primarily to some active soliciting process on the part of the children. The second possibility might, for example, involve a process whereby a child becomes less attentive or less obedient if the speech he hears is very complex. Thus he might provide cues which cause the adult speakers to alter their speech styles until the child becomes once again attentive and compliant. At the same time, the child may avoid the difficulties of processing very complex sentences by simply not attending to them.

Two experimental situations were designed to test children's responses to common adult versus simplified speech. In the first, tape recordings were made of a story and a set of directions. Half of each was in normal adult speech and half in simplified speech. The simplified speech was produced so as to conform to the style characteristics actually observed in mothers' speech to young children (Snow, 1972). The tape recordings were played to children aged 24 to 36 months. The children's attention to the story and their compliance with the directions were scored. Bothattention and compliance were better during the simplified speech. The second experimental approach consisted of a longitudinal study of a few children's responses to single sentences of varying complexity. The sentences were offered by the experimenter or the child's mother during free play sessions at three different ages. Preliminary results suggest that children respond to simple sentences more attentively and more immediately, and that their responses can be related to their productive language abilities.

These results support the hypothesis that children actively select the sentences which form their primary linguistic data (a) by failing to attend to complex sentences and (b) by signalling to adults that certain speech styles are ineffective.

Snow, C.E. Mothers' speech to children learning language. Child Development, vol. 43, June, 1972.

ZUR GESTALTUNG VON SPRACHLEHRPROGRAMMEN

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Die Auffassung des Sprachlehrprogramms muss von der allgemeinen Zielsetzung des modernen Fremdsprachenunterrichts ausgehen. In diesem überwiegen solche Formen, bei denen es auf eine komplexe Aneignung der betreffenden Fremdsprache ankommt (d. h. rezeptive und produktive Beherrschung der gesprochenen und der geschriebenen Sprache).

Um das Programm effektiv zu gestalten, müssen die Prinzipien der gegenwärtigen Sprachmethodik darin integriert werden, namentlich: Individualisierung des Lernprozesses, Anschaulichkeit, Intensivierung der Herausbildung von Fertigkeiten, konsequente Anwendung von Kommunikationskriterien sowohl bei der Festlegung des jeweiligen Lernzieles wie auch bei der Auswahl des sprachlichen Materials

Hieraus ergeben sich gewisse Anforderungen an den Programmaufbau und entsprechend auch an die technische Anlage, durch die das Programm präsentiert wird.

TERMINOLOGY-1, TERMINOLOGY-2, AND TERMINOLOGY-3.

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The widening interest in applied linguistics (AL) implies an obligation to ascertain what is not the concern of AL. Research and development outside linguistics cannot reasonably belong to AL, even when the subject in question is a phenomenon or an activity involving language.

What is spoken about as terminology is illustrative of this. With regard to AL, 3 senses at least of this word must be distinguished:

Terminology-1: Study of the structures and of the functioning of terminologies-2. T-1 is often - unetymologically - called: the study of terminology.

Terminology-2: A set of (simplex or complex) words, the contents (meanings) of which form a structure - usually including semantic hierarchies - within a particular, professionally conditioned language usage. The set (the semantic structure) is part of the profession, e.g. a science, itself; usually it is subject to study, expansion, and standardization by the professionals themselves.

Terminology-3: Words that are rare in texts on non-professional topics, regardless of whether such words form (part of) any terminology-2. T-3 simply means: parts of lexicon outside a core that is characterized by colloquial speech or by usual fiction.

Like lexicon in general, T-3 is relevant to first and second language teaching; hence the description of T-3 is highly important to AL, like lexicography and lexicology in general. The teaching of T-3 may call for specialized teachers, and the international - sometimes pseudo-international - features of T-3 may point to specific approaches in teaching. Still, T-3 bears on AL as does, e.g. a particular vocabulary of poetry.

The situation of T-2 is different. Teaching/learning a T-2 is not primarily a question of language teaching/learning, but one of teaching/learning professional skills or a science. And the development of a T-2 is not primarily a question of language planning, but one of, e.g. science planning. (Applied) linguists should study T-2 - i.e., carry out T-1 - in order to act on demand as advisers to professionals developing a particular T-2, but linguists can advise only as to general features of a T-2 (spelling, pronunciation, inflection, derivation, syntax, principles of semantic structure); the essence of a T-2, viz. its particular semantics, is beyond the scope of AL.

Here linguists are on a par with documentalists and information scientists, who - by means of indexing and classification systems on semantic principles, i.a. thesauri - assist research workers and scientists in retrieving informations from literature, but who are careful not to contest the authors' (i.e. the scientists') autonomy as regards thinking and writing in their own terms.

Neither the initiative nor the responsibility of developing a T-2 should be regarded as belonging to AL, the only exception being the terminology of applied linguistics itself.

TRANSLATION METHODOLOGY: PHASE-BY-PHASE SELF-EVALUATION

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A working party from the Institut Libre Marie Haps is concerned by a problem underlying all translation processes: the point in every definable stage of any translation process at which the translator decides to seek assistance outside his own brain.

This decision-making operates differently at each stage - overall read-in of source language (SL) message, apprehension of minimal units, translation of minimal units, write-out of target language (TL) minimal units, collating of SL message and TL message, write-out of final TL message. The team's first objective is to analyse how competence self-evaluation is effected at each stage. Such an analysis will, it is thought, lead to such areas as the evaluation of non-linguistic knowledge of the SL and TL worlds, linguistic competence in both languages, contrastive skills including the role of memory in the manipulation of minimal unit equivalence.

Once it is felt that the major lines of force in the analysis are taking shape, attention will shift to focus on what methods might be devised to foster accurate competence evaluation in all phases of translation processes to ensure that the greatest economy be allied to the greatest accuracy in obtaining optimum conformity between SL and TL messages.

The findings of the working party will be accompanied by algorithms for each of the translation processes to give rigorous definitions of the operations to be carried out and evaluated in each phase in order to obtain the desired result in the smallest number of steps.

THE RELEVANCE OF STYLISTIC METHODS FOR SOCIOLINGUISTICS

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In order to find out the distinctive features of social class varieties sociolinguistics need an exact definition of language standards, from which such varieties of speech communities may differ. In a comparable way the problem of linguistic norm has already been discussed in literary stylistics.

This paper examines the question to which extent methods elaborated in linguistic stylistics (e.g. style as choice, style as deviation, generative stylistics, the polyvalence of stylistic relevant items, the study of stylistic idiosyncrasies) could profitably be used for research in sociolinguistics.

An attemt is made to extend stylistic approaches - generally applied to texts of individual authors - to the language in use within social groups. Some of these methods can contribute to a more precise definition of notions like 'social dialects', 'style shifting', 'vernacular', or even of the disputable concept of 'linguistic code'.

Applications in language-teaching, especially on lexico-semantic and syntactic level, are discussed.

The Navajo Reading Study: An Illustration of the Scope and Nature of Educational Linguistics

Bernard Spolsky

Within the field of applied linguistics, educational linguistics is that area concerned with the assessment and modification of communicative competence. The Navajo Reading Study was planned to investigate the feasibility and effect of teaching Navajo children to read in their own language first; in other words, it aims to add a written channel to the children's repertoire. Its activities involve many of the basic tasks facing educational linguists. The first was a study of the language spoken by six-year-old Navajo children. With the help of a computer, 8000 sentences recorded in interviews with over 200 children have been analyzed; the results so far include vocabulary studies (a frequency list, a study of English loanwords in Navajo, and a study of the orthography), a grapheme count, and a number of spelling lists. The second was a sociolinguistic study of the present status of the Navajo language and its prospects for survival: data on language maintenance have been collected, and the effect of accessibility determined. On the basis of these studies and of an analysis of existing material, a start has been made on the preparation and publication of pilot readers. As materials start to be used, a study has begun of the language planning processes involved in teaching in Navajo in the first grade. In all activities, there has been emphasis on training Navajo assistants who will form the eventual leadership of any literacy program. The study suggests three principles for research in educational linguistics: it has immediate practical relevance in solving the problem concerned, it is carried out as far as possible by members of the group most effected, and its results are a contribution to the basic disciplines involved.

THE PHONEME IN THE LIGHT OF APPLIED LINGUISTICS

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In the light of applied phonemics the phoneme is a unit of speech consisting of a group of closely related phones. It may be compared to the atom in physics. The former enters the composition of words, the latter that of molecules. The phoneme consists of a nucleus (the protophone), a number of orthophones (phones closely related in quality to the protophone and substitutes of it) and a number of allophones.

The protophone is the most widespread or widely accepted member of the phoneme ; it may be compared to the root of a word taking endings in inflected languages. Its choice is sometimes also determined by phonoaesthetics or calliphonetics.

The orthophones are dialectal or regional realizations of the protophone. They are encountered only in the speech of a community speaking its native tongue. Considering their relation to the protophone, orthophones are central, medial or peripheral.

The allophones are the realizations of the protophone or the orthophones within the framework of the syllable, and therefore conditioned by the neighbouring phones.

All other phones which are only individual or, in the case of foreigners, transfers from their own language, are malephones.

As any teacher is bound to make a choice when he teaches the phonemes of a foreign language, especially when confronted with a class of beginners, applied phonemics will help him identify the required protophones. He may accept, from his pupils, central orthophones, tolerate medial ones, but will discourage peripheral orthophones, and, of course, persistently reject any malephones. Applied phonemics also includes contrastive phonemics at a pedagogical level,i.e. the contrasting of protophones of the two languages, both in classroom work and in the writing of efficient textbooks.

STANDARDIZED FOREIGN LANGUAGE TESTING IN THE U. S. A.

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This paper will describe and discuss standardized foreign language testing in the U.S.A. At the secondary school level, three different types of existing tests for six foreign languages will be examined. Examples of item types and test items will be given. Recent changes or new developments in some of these tests will be discussed. Correlations between such test areas as essay questions, four-option multiple-choice questions, listening comprehension testing through lectures, visual aids, dialogues and other items types will be explored.

For college level testing, four different foreign language tests will be presented for French, Spanish and German languages and literatures. These tests are designed for undergraduate and graduate students in American colleges and universities. Samples of test questions will illustrate the presentation.

The description and discussion of the tests will be followed by an explanation on how these tests are arrived at, who is involved in designing them, what part statistical research plays in their interpretation and how students and institutions are served by them.

PHONOLOGICAL APPROACH TO DEVIANT SOUND SYSTEMS IN SPEECH THERAPY.

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Collaboration between linguist and therapist in the speech clinic can help towards differential diagnosis of articulation problems, and can help to indicate appropriate therapy. Distinction must be made between: (a) articulatory disorders as a result of which a child may be unable to produce certain sounds, for example, lack of tongue mobility, incomplete nasal closure; (b) immature sound systems where the phonological system used by the child can be seen to be following a normal pattern even if delayed; (c) deviant sound systems, where substitutions of speech sounds are made in an abnormal way.

The study of the systemic nature of speech sounds in immature and deviant speech is important for speech therapy. A very young child with normal speech development may not notice that he is failing to produce a certain phonological distinction but in the case of an older child with an expressive language difficulty on the phonological level the premature stabilization of a restricted sound system may result in deviant development.

PROGRAMING FOR INTERMEDIATE LEVEL INTENSIVE FOREIGN LANGUAGE COURSES, Strain, J. E., INTS Training Center, Tehran, Iran

An intermediate level foreign language course presupposes by definition that the learner has had previous exposure to the Target Language and has acquired some degree of facility. It also suggests that to be efficient, lesson planning must be based on insights gained from both contrastive analysis and error analysis. Given a representative sample of a population that is to receive intensive instruction (e.g., in-service teacher trainees), one can by means of diagnostic testing establish group and individual pre-instructional difficulty profiles of the material to be taught. Achievement in the subsequent course can then be enhanced by general instruction aimed at group requirements plus specific instructional material to meet individual needs. Success in the course of instruction is dependent upon a detailed specification of the learning tasks which make up the course of instruction, diagnostic testing for each series of learning tasks, immediate feedback following each test session, and supplemental instruction and instructional material.

ASPECTS OF THE LEARNING OF FRENCH BY ENGLISH-SPEAKING FIVE-YEAR OLDS

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Bilingual education has taken various forms in Canada. Recently in several cities in Ontario and Quebec experimental programs have been set up in which English-speaking children are admitted into a kindergarten where they receive all of their instruction in French. The authors have observed children in two such kindergarten classes in Toronto paying particular attention to the children's developing ability to understand and produce French utterances. This paper will describe the sequence in which some grammatical rules of French were learned by these children. Specifically, the learning of some grammatical correlates of gender, plurality, and tense by selected children have been investigated over a seven month period. Data collection tools included modified Berko tests, elicited imitations and translations. These data form the basis for a discussion of the processes and strategies of the language learner as he acquires a second language compared with those of a language learner acquiring a first language.

RESOLUTION OF AMBIGUITIES IN NATURAL TEXTS PROCESSED BY COMPUTER

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The current trend to replace many, hitherto purely human, mental activities by computer processing will probably continue and may even acquire greater impetus in the future. Resolution of ambiguities arising in the processing of natural texts by computer grows accordingly in importance and is likely to expand and improve in the measure that the structure of thought and its expressions: speech and writing, becomes better known. It is obviously and necessarily based on context analysis in its various forms and its aim is not only to compensate for imperfect perception, viz. automatic speech and character recognition, but also to help in grasping the meaning of phrases and sentences.

This paper presents a discussion on possible approaches and includes, in particular, the results of investigations on the resolution of ambiguities by means of both semantic (lexical) and syntactic analysis, carried out at the National Physical Laboratory in connection with such projects as machine translation, automatic transcription of machine shorthand and automatic error correction in natural texts. The results include those obtained in the most recent work and hitherto unpublished. Finally, possible lines of future development are indicated.

APPLIED LINGUISTICS AND MOTHER TONGUE EDUCATION

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1. Ever since the time of general public education, instruction in the mother tongue has been largely neglected by specialists in language study. Linguistics never had close contact with mother tongue education.

This situation of neglect in several continental countries is rooted in the 19th century, the age of high school organization. Scholarly linguistics was institionalized only after establishing it as a field in research and higher education in the 20th century.

The historical conflict between an older tradition in mother tongue education and a relatively younger linguistics is reflected by a non-correspondence between linguistics as a scholarly subject and its educational counterpart. This made possible the existence of an illegitimate 'school linguistics'.

2. Before the development of applied linguistics linguistics as such was not prepared for the task of contributing to education. It has been work in the field of AL which has thus far proven that foreign language teaching can be improved and accelerated by its aid.

By gradually extending its activities over the entire area of social sphere, AL is now ready to take over the domain of practical language study in the sense of the application of linguistics to educational and social problems. - It can be forseen that linguistics will contain two epistemological levels or social aspects: /1/ theoretical linguistics /fulfilling cognitive tasks/; /2/ AL /fulfilling practical tasks/.

Mother tongue education as presently constituted is a non-synchronized /and sometimes folklorized/ version of the former aspect, and in most cases it is completely ignorant of the second one. - It has, however, direct contacts with 'special' linguistics, i.e. the study of a natural language which is the official idiom of a continental country.

3. How will AL be able to improve the present situation?

Only when AL considers itself as an organizing, synthetizing aspect of linguistics, with respect to non linguistic fields of knowledge, and with respect to social requirements of language use.

Thus envisaged AL would have the role of mediator between various disciplines -both inside and outside of linguistics- with a defined social goal: to furnish equal chances in communication for any citizen.

The time is now ripe for the building of a new mother tongue education and most of the building material is at our disposition; we need however, experiments in implementation. Much help can be received from child language study, sociolinguistics, learning theory, and -hopefully- from a theory of language performance, but task itself belongs to a special branch of AL.

CORRELATION OF BLACK DIALECT IN LINGUISTIC STUDIES AND IN AMERICAN LITERATURE

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Although the scope of this study is limited to the correlation of black dialect in linguistic studies and in American literature, the design of the research offers universal implications for the comparison of dialects as perceived by linguists and by literary artists. Eighteen significant literary works written between 1853 and 1970 by black Americans are analyzed for features of phonology, morphology and syntax, and vocabulary. These features are matched with the recurring findings of major linguistic studies of black English. Only three prominent phonological patterns isolated in the dialect studies are absent in the literary representation of black dialect. These are (1) realization of /r/ as /ø/, making *here* rhyme with *Goethe*; (2) creation of a new syllable introduced by /r/ when /r/ is postvocaling, making *four* a two-syllable /fow rə/; (3) compensatory nasalization of vowels when following nasal consonants are deleted, producing /ãr/ for *arm* and /tãw/ for *town*. The most likely reason for the absence of these features in dialect writing is not lack of knowledge of these pronunciations but difficulty in representing the phonology in standard orthography.

All of the features of morphology and syntax recurring in dialect studies are observed in the body of literature analyzed. The most frequently cited morphological patterns are deletion of grammatical morphemes and nonstandard uses of BE as the copula.

Vocabulary is the most difficult aspect of black dialect to analyze, for only a few glossaries of black vocabulary are available, and reliable etymologies are rarely reported. Creation of vocabulary by the writer and absorption of black vocabulary into general slang offer additional obstacles for analysis. Black writers since 1960 have abandoned attempts to represent most features of black dialect except cadences and jive vocabulary. Ralph Ellison, author of the much-honored *Invisible Man*, describes his method as "a matter of playing with the rhythms, indicating pronunciation without falling into an attempt to "put the actual sound on paper," but "to evoke it." The tendency to write so that only a special group can comprehend the vocabulary is part of the present-day black pride movement.

Although most writers who attempt black dialect in serious literature demonstrate an ear for dialect and some understanding of phonetic principles, an occasional writer, such as the author of *Nothing But a Man*, will confuse letter and sound when he writes,"'I'm glad to see this meeting got off to a good start,' he said, enunciating each word clearly, dropping no *g*'s of *h*'s.'" Despite the warning of Louise Pound, an editor of *American Speech* some years ago, that "Negro dialect in our literature has been an artificial product having little relation to real Negro speech," dialectologists will find in the most honored works of black literature surprisingly close correlation with their own findings and admirable skill in portraying different registers of speech for different groups of black characters.

Analyses of other dialects and their portrayal in literature may point toward unexpected agreement between linguists and literary artists in their views of dialect.

CULTURAL BIAS IN CONTEMPORARY LANGUAGE

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Leaders of movements among black Americans and women's liberation have charged that English is their enemy because the language contains elements of innate racism and male chauvinism. Analyses of dictionaries reveal that the majority of connotations for _white_ are positive, while those recorded for _black_ are almost always negative. A _black_ lie is worse than a _white_ lie; _black_ is gloomy, dismal, forbidding, soiled, stained, evil; _white_ is pure, clean, bright. "That's mighty _white_ of you" is a compliment. Coming of age generally means being "free, _white_, and twenty-one." Attempts to change the connotations of black began a few years ago with the initiation of slogans, such as "Black is beautiful" and "Say it loud, I'm black and I'm proud." Some student groups play a linguistic game of reversing usual connotations, calling chocolate cake "angel food" and white cake "devil's food."

Women's liberation leaders point out that the English language shows its innate bias toward women in words such as _chairman_, _congressman_, and _salesman_. Recommended unbiased substitutions for these words are _chairone_, _congressone_, and _salesone_. At a recent meeting of American language scholars, the president asked if anyone had objections to his appointing a "three-man" committee, and a feminine voice asked, "Would you mind making that a 'three-person' committee?" Recognizing the linguistic principle that language change follows concept change, women's liberation leaders nevertheless are asking that language change come first in the belief that modified thinking and behavior will follow. Objections are also raised about the practice of English to use masculine pronouns when sex is unspecified or when sex is mixed, as in "If you see someone, ask _him_ for directions" or "Each member of the class has read _his_ assignment."

Women have also protested the eighteen-year tradition of naming hurricanes for women. The destructive, unpredictable winds are given feminine names in alphabetical order as they occur each season. The most sweeping reform to rid English of sexual prejudice will be found in the use of _Ms._ /miz/ as the title for both married and unmarried women. Whereas _Miss_ and _Mrs._ make a revelation about women which many find unfair, _Mr._ tells nothing about the marital status of men. Retention of women's maiden names after marriage is also advocated by some liberationists, with the suggestion that sons take the family name of the father and daughters take the family name of the mother.

The research into cultural bias in English is extended to other languages, and a tabulation of racial and sexual implications in other languages is offered to suggest that the bias is not limited to English.

THE UNDERSTANDING OF PASSIVE SENTENCES BY NORMAL, DEAF, AND HARD OF HEARING CHILDREN

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Observation

One of the specific language problems of deaf children appears to be the passive sentence; they hardly ever use it, and they have trouble understanding it correctly if used by others.

Hypothesis

The passive sentence runs contrary to the expectation inasfar as the first NP-subject is not the actor but the object; the dissolution of the identification subject = actor calls for a sophisticated strategy deaf children of certain age have not mastered yet.

Pilot experiment and outcomes

43 prelingually and functionally deaf children of reading age between 7 and 17 with normal IQ's were shown 40 pictures of every day life situations with 5 sentences each, and asked to point out the correct one. The 5 sentences were of the following types:

1. The flag is being hoisted by the soldiers.
2. The soldiers are being hoisted by the flag.
3. The soldiers are being hoisted.
4. The flag is hoisting the soldiers.
5. The flag and the soldiers are being hoisted.

The mean number correct answers was 62%; of those for which mistakes were made, type 2 was chosen significantly ($p < .001$) more often than the others; types 4 and 5 were chosen less often than chance.

Main experiment and outcomes

The complete school population of about 400 Dutch deaf children of reading age and with normal IQ's was subjected to an improved version of the test, together with about 200 hard of hearing children of 2 different schools for the hard of hearing and 50 normal first graders of 7 to 8 years. The deaf scored in the same way as in the pilot experiment. The normal children scored close to 100% correctly. The hard of hearing made more mistakes than the normals and fewer than the deaf. Their ability to perform correctly on the task appeared to be directly related to the amount of hearing loss. Their pattern of mistakes was somewhat different for the deaf and the hard of hearing in that the preference for sentence type 2 among the deaf subjects was much greater. Both among the deaf and the hard of hearing, there was a significant improvement with increasing age ($p < .001$). Finally, there appeared to be a small but significant correlation between performance and intelligence ($p < .05$).

ON THE RELATION OF QUANTITATIVE LINGUISTICS AND APPLIED LINGUISTICS

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Originally quantitative linguistics represented one of the fields of applied linguistics; in the last decades, however, it has been constituted as a special branch of the new independent linguistic discipline, the mathematical linguistics. In the past it was cultivated in the first place by stenographs, psychologists, pedagogues etc. The linguists have adopted the method of quantitative language analysis only recently. Especially the lexical and grammatical phenomena can be subject to quantitative analysis with a great advantage. The results of the analysis can be utilized not only in linguistics, but also in teaching/learning of mother tongues and foreign languages, in psychology, sociology etc. As to the vocabulary, the word frequency has been often used by pedagogues, in the preparation of texts and exercises in textbooks and readers etc. Beside the most frequent words there are words with medium and low frequencies which are of interest e.g. in the teaching of stylistics. The grammar courses can make use of data concerning frequency of parts of speech, cases, genders etc. The different possible applications are illustrated by examples from the Czech language.

A GRAMMAR OF THE USE OF LANGUAGE

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A descriptive model which meets the needs of applied linguistics must be based on the dynamic aspects of language use, that is to say on the operations that produce the linguistic structure instead of being based on the linguistic structure itself, because the skills involved in language use are essentially sets of operations and not results such as structure,form... We shall briefly discuss traditional and functional grammar for comparison and also generative grammar just to show why they are sometimes inadequate to answer the problems listed below.

Error analysis showed us that language use consists of a system of distinctive operations that can be divided into a/syntagmatic ones that produce the speaker's organisation of reality into subject,verb,object,e.g. by assigning a place in the sentence to each distinctive unit and b/ paradigmatic operations which provide the meanings to which the speaker is referring, e.g.choosing the right lexical or formal unit out of a paradigm in order to refer accurately to the reality to be expressed.

As an example,here is one particular paradigmatic operation called a redundancy reduction: "John came here yesterday" becomes "He came here yesterday",in the context:"When did you see John?".The paradigm consists of items like:"That boy,John,he..",or in formula:(context=subject,noun,proper,masc)subject,noun,proper,masc becomes subject,pronoun, masc. The element "proper" is left to the context.

The grammar consists of a system of operations of varying importance: those concerned with the structuring of the meaning(syntagmatic) are more essential to communication than e.g. a morpheme added to an isolated word(paradigmatic).We can even determine the order of importance of similar operations. In this way the language use(and thus the language learning process) becomes measurable.

We shall indicate the major operations we found so far and their place in the grammar while explaining how this model can answer the following problems:

a/judging pupil's performance,correctness and level,by evaluating the operations not yet fully mastered and by testing those not used;

b/determination of disturbing factors such as interference from the mother tongue by specification of the syntagmatic rule or the paradigmatic choice imposed or reinforced;internal structure of the language being learned;

c/determination of the value of drills and exercises by assessment of the operations involved;

d/determination of difficulty and relevancy of structures and paradigms for programming purposes according to the number and the importance of the operations involved and idem re the skills for scheduling purposes;

e/establisment of a proper description of the language learning process as a whole in order to maximise the didactic and pedagogic programme.

UNMARKED DETERMINERS IN ENGLISH, MACEDONIAN AND SERBO-CROATIAN

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1. In standard generative grammatical theory, the semantic notation of nouns is conceived as a complex matrix of elementary semantic componets - features, which denote the properties and relations but not the scope of the objects they refer to. Scope can be included in linguistic description through an operator embodying scope features, which can be conveniently called determiner. In our analysis, the information carried by the determiners is based on a couple of oppositions: [± m definite] and [± definite], where *m* denotes markedness. The [-m definite] determiner is phonetically represented by members of the class of *wh* words. By treating these words as [-m definite] determiners which are independent of the articles and *a priori* only potentially relative/interrogative (this potentiality is realized in the context of Rel and Inter markers) we (a) avoid the problems incurred when, in the process of relative clause attachment, [+ definite] *wh* words have to be attached to [- definite] noun phrases and vice versa, and (b) allow for a convenient derivation of sets of indefinite determiners and pronouns, typical of Slavic languages but occuring in English, as well.

2. In English, there are two [-m definite] determiners: *which* and *what*. Whereas *which* is $\begin{bmatrix}\text{-m definite}\\ \text{p rel/inter}\end{bmatrix}$, *what* is $\begin{bmatrix}\text{-m definite}\\ \text{p rel/inter}\\ \text{+ quantitative}\end{bmatrix}$. In Macedonian and Serbo-Croatian, there are three [-m definite] determiners: (M,SC) *koj-*, (M,SC) *kak-*, (M) *kolk-* and (SC) *kolik-*. Whereas *koj-* corresponds to the English *which*, the two other determiners, *kak-* i *kolk-*/*kolik-*, share the semantic features of the English *what*. In fact, we might say that *kolk-/kolik-* is a subset of *kak-*, since the feature [+ quant], characteristic of it, is contained in the feature [+ qual] but not vice versa.

3. There is a difference between the correlation of the syntactic features of *koj-* and *which*, on one hand and those of *kak-*, *kolk-/kolik-* and *what*, on the other. Namely, any of the three Macedonian and Serbo-Croatian [-m definite] determiners can assume the features of the pronominalized and deleted noun in the process of relativization; of the two English [-m definite] determiners, only one - *which* can do so. The basic Macedonian and Serbo-Croatian *wh* pronouns: *koj*, *kade*, *koga*, *kako* i *zošto*, derived from $\begin{Bmatrix}\text{Det}\\ [\text{-m definite}]\end{Bmatrix} + \begin{Bmatrix}\text{N}\\ [\text{+ Pro}]\end{Bmatrix}$, $\begin{Bmatrix}\text{Det}\\ [\text{-m definite}]\end{Bmatrix} + \begin{Bmatrix}\text{N}\\ \begin{bmatrix}\text{+ loc}\\ \text{+ Pro}\end{bmatrix}\end{Bmatrix}$, $\begin{Bmatrix}\text{Det}\\ [\text{-m defin}]\end{Bmatrix} + \begin{Bmatrix}\text{N}\\ \begin{bmatrix}\text{+ temp}\\ \text{+ Pro}\end{bmatrix}\end{Bmatrix}$, $\begin{Bmatrix}\text{Det}\\ [\text{-m definite}]\end{Bmatrix} + \begin{Bmatrix}\text{N}\\ \begin{bmatrix}\text{+ mod}\\ \text{+ Pro}\end{bmatrix}\end{Bmatrix}$ and $\begin{Bmatrix}\text{Det}\\ [\text{-m definite}]\end{Bmatrix} + \begin{Bmatrix}\text{N}\\ \begin{bmatrix}\text{+ caus}\\ \text{+ Pro}\end{bmatrix}\end{Bmatrix}$, respectively, correlate with the English *who*, *where*, *when*, *how*, and *why*. The quantitative and qualitative Macedonian and Serbo-Croatian pronouns: (M) *kakov*, (SC) *kakav* and (M) *kolku*, (SC) *koliko* , on their part, correlate with the English two-word quantitative and qualitative expressions: *what kind* and *what size/quantity* or how *much/many*. This correlation is, however, incomplete.

ANALYSIS OF SENTENCE STRUCTURES BY A MAXIMUM INFORMATION CRITERION

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92 - FONTENAY-aux-ROSES - FRANCE

If the words of a written language are classified into categories there is generally a correlation between the categories to which belong two consecutive words.

To limit the corpus to a reasonnable length the words were distributed into about 50 groups (verbs, adjectives, nouns, and so on...).

Every word of the texte has been replaced by a symbol, which identifies the group to which it belongs.

These symbols - representing the words - have then been classified into two categories, then into three and so on, in such a way that for each step, the quantity of information associated with the classification is maximised.

One may associate with the knowledge of the law of succession of the categories a measurable quantity of information which increases with their degree of significance.

The successive subdivisions can be represented with the aid of a "tree" characteristic of the language being studied.

A similar procedure has been used to represent the structure of each sentence by a "tree" obtained from the degree of correlation of two consecutive words.

The results presented, have been obtained on a written English corpus of about 3500 words.

LINGUISTIC COMPETENCE, SOCIOLINGUISTIC DIFFERENCES, AND LANGUAGE TEACHING

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American linguists of the 1950's, imbued with a somewhat overenthusiastic egalitarianism, insisted that students learning a second language should be taught the most common forms of everyday speech, rather than the stilted, artificial forms of traditional textbooks. This approach ignored the significance of sociolinguistic differences in the use of language and, coupled with the erroneous identification of language with speech, led to an overemphasis on purely oral drill activities. The recognition of sociolinguistic differences and their significance, of language as a mental phenomenon, and of the concept of linguistic competence, all give rise to new strategies in teaching, and at the same time to the justification of many old ones.

PHONEMIC VECTOR PROCESSES AND LINGUISTIC APPLICATIONS

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Shannon's Markovian models of language were based on an alphabetic view of language, and as such, they have enjoyed very limited success in linguistics.

The authors are presenting here Markovian models of language based on sound patterns. Spoken language is viewed as a sequence of phonemic segments in time, each represented by a column vector which specifies its values on a distinctive feature system. The overall model is thus an nth order vector Markov process, based on universal distinctive features, and as such, it can handle problems in comparative linguistics which could not be treated by the old Markov models.

Assumptions of wide sense stationarity and ergodicity are imposed on these models, and the following problems are treated for English and French as an illustration.

(1) Expressions for overall time sound entropy are derived, as well as entropies of individual distinctive features.

(2) A statistical correlation vector matrix is derived, and then used to define an overall distance between the two languages, a distance which incorporates both the distinctive features difference, as well as the probabilistic time constraints of the sound patterns.

Other problems are also treated, such as segment distances, feature distances and interference.

ANALYSE D'ERREURS ET DE DIFFICULTES DANS LA COMPREHENSION ECRITE DU FRANÇAIS - LANGUE A BUTS SPECIFIQUES

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Deux types de critères permettent de sélectionner et d'agencer la matière à enseigner dans un cours de langue étrangère: celui marquant l'utilité (comme la fréquence et la distribution du vocabulaire et des structures syntaxiques) et celui de la difficulté, résultant d'analyses contrastives et d'analyses de fautes. C'est le degré de difficulté évalué à partir des fautes constatées chez un public d'élèves-ingénieurs qui fait l'objet d'une expérience en cours à l'université technique d'Eindhoven. Grâce à la collaboration étroite du groupe de linguistique appliquée et du groupe de traitement électronique d'information de cette université, une machine appelée SHADOK a été construite pour diagnostiquer les fautes de compréhension d'une langue étrangère écrite à buts spécifiques: à savoir, le langage des modes d'emploi. Sa connexion à un ordinateur IBM 360/30 permet d'enregistrer directement les données mesurées. Avec cette machine une méthode a été mise au point pour déterminer par voie expérimentale dans quelle mesure les réponses erronées données au cours de quelques essais électro-techniques relèvent de facteurs linguistiques et comment une hiérarchie des difficultés pourrait être établie à l'intérieur d'un mode d'emploi rédigé en français. Les résultats de cette expérience seraient susceptibles d'être utilisés pour l'élaboration d'un cours destiné aux élèves-ingénieurs néerlandais, visant au perfectionnement de la compréhension écrite des modes d'emploi français.
On demande à chaque candidat de lire le mode d'emploi présenté par une unité de visualisation (DISPLAY) uniquement en français et, ensuite, d'exécuter les 14 exercices sur le panneau de réponse du SHADOK. Chaque exercice consiste en une manipulation technique simple ne demandant qu'un minimum de connaissances scientifiques. 100 sujets à peu près, répartis en 6 populations, de différents niveaux de connaissances du français et de la technique, permettent de vérifier 3 hypothèses sur les causes possibles auxquelles les réponses erronées pourraient être imputées: 1. connaissances limitées du français; 2. connaissances limitées de la technique; 3. connaissances limitées du français et de la technique. Afin de déterminer dans quelle mesure la compréhension écrite d'un langage spécifique correspond à celle de la langue commune, les résultats seront corrélés avec les scores obtenus au test MLA French Reading. L'analyse de fautes se fera en confrontant la solution proposée par le candidat avec le texte du mode d'emploi, en examinant les difficultés relevées par les candidats eux-mêmes dans le texte à l'aide d'une grille et en analysant le profil de lecture constitué par la durée de lecture et le nombre de consultations du texte pour chaque candidat. On vérifiera si la classification de fautes proposée par CORDER, MUSKAT-TABAKOWSKA et d'autres est valable pour la compréhension des modes d'emploi. SHADOK assure un contrôle automatisé de la compréhension écrite et un examen clinique d'une forme spécifique de comportement verbal en langue étrangère.

MEASURES OF ACCURACY, COMMUNICATIVITY AND SOCIAL JUDGMENTS FOR TWO CLASSES OF FOREIGN LANGUAGE SPEAKERS.

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Previous studies have shown independence of measures of linguistic accuracy and communicativity for educated speakers of English as a foreign language in an English language environment. The present study examines the relationship of these measures for subjects who have learned English formally and use it primarily as content matter in English language classes (Formal Group), and for those who have learned the language and continue to use it in the conduct of their work with native speakers of English in a non-English speaking country (Incidental Group). In a second part of the study monolingual English speakers made social ratings of taped interview segments of Formal Group and Incidental Group subjects. Preliminary data analyses show the Incidental Group to be relatively superior to the Formal Group on measures of productive communication ($p=.025$; $p=.041$), but not different on measures of receptive communication. These findings suggest that the Incidental Group has learned production strategies in addition to their learning of special linguistic rules and of redundancy utilization, sometimes identified as a "general proficiency factor." Social-judgments results tend to support the applicability of a two-factor judgmental model to ratings of speakers of English as a foreign language. Analyses will be completed and reportable in August 1972.

SOME INVESTIGATIONS INTO SOCIOLINGUISTICAL INDICATORS.

Van de Ven,Martin,Ch.H.J. + Summary of "Taal in Hulst-proeve van een soci linguistisch onderzoek-"(Language in Hulst-essay of a sociolinguistical investigation-");dissertation for the degree of doctor Gen.Ling.Nijmegen. febr.5,1971.Research was done in Hulst,Zeeland-Flanders,The Netherlands, during the years 1964 till 1968.

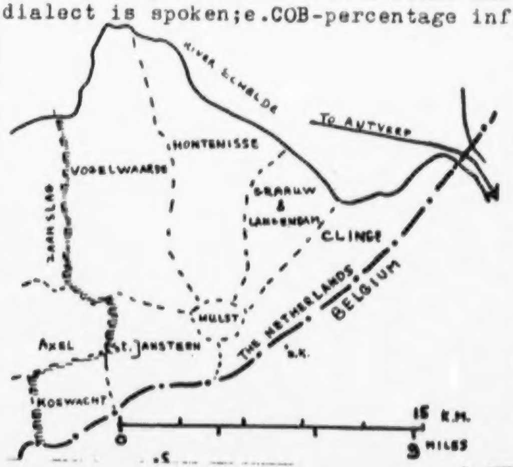
1.Borders of the speech community of Hulst :a.geographically;b.after its social interactions;c.historically;d.after its dialects.

2.Social subdivisions in this speech community : a.northernpart,southern part,municipality of Hulst;b.urbanisation,sex,religion,place of marriage; c.patterns of origin : FAP (familial pattern), AUP (autochthonous pattern) COB (community binders).

3.Linguistical starting-point : a.the opposition between the speakers of a dialect and of Standard Dutch in this speech community;b.information about the language in the speech community was obtained from a questionnair sent to 4 616 persons and from 20 local informants.

4.Linguistical subdivisions:a.those who speak a dialect in their family and those who do not;b.kind of company they prefer;c.those who frequently read books and those who do not;d.those who write letters and those who do not;e.mediums of publicity they prefer;f.those who make difference between language at home and during worktime;g.subdivisions of language during worktime;h.subdivisions on familyconversation;i.dialects in the environment they prefer;

5.Sociolinguistical indicators. We have tried to find some in a rather small area within a restricted group of the population.Within the mass of linguistic and social data we tried to find those subdivisions which could be indicators both to linguistical and sociological groups.We accepted as a sociolinguistical indicator only that,which proved to be significant at the 5 per cent.level. Within this speech community we could conclude: a.the difference between men and women with regard to the qualification of the language which is spoken at home;b."isles of dialect" are only found in the agrarian part of the speech community;c.urbanisation promotes the use of Standard Dutch;d.if a couple has been married in the municipality in which both husband and wife were born,inthat family more dialect is spoken;e.COB-percentage influences the speaking of dialect; f. reading and writing promotes Standard Dutch;h.instructions during worktime are given by non-dialect. speakers;i.the difference between men and women with regard to lang. during worktime;the difference between female and masculin topics;l. the difference between the topics of the dialect and the non-dialect speakers;m.dislocation of FAP reduces the speaking of dialect;n. the connection between the degree of urbanisation and the choice of topics;o.the preference for a dialect is most frequent among the inhabitants of the community where the dialect is spoken.



EVALUATION OF CHILD GRAMMAR

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The purpose of this study will be to discuss and evaluate the explanatory power of three different theories in the field of language acquisition:

i. the theory of pivot grammars as proposed by Braine (1963), McNeill (1966, 1970), a.o.;
ii. the purely transformational generative theory as used by Gruber (1967), Menyuk (1969), a.o.;
iii. the proposals of Brown and his colleagues.

In this study a number of criteria are developed that are derived from the field of linguistics and psycholinguistics. These criteria have been applied in the evaluation of the three above-mentioned approaches in the study of child syntax.

The results obtained are:

1. The pivot-open distinction ought to be rejected not only as being non-linguistic but also for theoretical and methodological reasons. There is also experimental evidence for this rejection.

2. The purely linguistic analysis as presented by the transformational generative theory has some shortcomings in its application to language acquisition which need not be insuperable provided the theory can be modified and extended somehow or other.

3. The more psychological notion of telegraphic speech is not bound to any linguistic theory but can be considered to be complementary to a purely linguistic theory of language acquisition. For that reason this notion is a highly attractive one for a linguist wishing to design a psycholinguistic competence model powerful enough to explain the process of language acquisition.

A RESEARCH PROJECT OF THE COMMUNICATIVE COMPETENCE OF THREE GROUPS OF CHILDREN

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In this project 3 groups of 14 boys of 3 to 4 years were compared in respect of their communicative competence:

Group E : children from an isolated uneducated working-class environment; these children had followed a language-compensation programme;

Group C1: children from an academic environment;

Group C2: children from an 'open' uneducated working-class environment; these children had a lot of contact in their daily life with children from a 'higher' environment.

150 spontaneously produced utterances were collected from each child, 100 of which were studied. Use was made of 7 language measures for the analysis:

(a) the first 6 traditional measures as used by Templin (1957): mean length of sentence; standard deviation of the MLS; total of one word sentences; mean length of the five longest sentences; total number of different words; T.T.R. An analysis of the results provided the conclusions that the children of Group C1 were superior to the children of Group E and (to a lesser degree) to the children of Group C2;

(b) the seventh measure was provided by a recently developed Syntactic Complexity Score, which in contrast to existing SCS's does not give a directly quantitative specification of child language, but a qualitative one. This new SCS provides a tentative inventorization of all possible constructions and structures that we can expect in the sentences of children of three to four years. The SCS consists of two main parts:

A. 'Deep Structure', by which the 'semantic intent' is measured. This in its turn is subdivided into Nucleus, Expansion and Operation;
B. Realization (morphology, word order, etc.), in which a section Approximation (Deletion and Substitution) has been included.

All 4200 sentences were scored with the help of this SCS. A factor analysis of the results provided three highly relevant factors. These factors were studied with respect to age and environment. The results of this study will be discussed in detail.

LANGUAGE SHIFT IN URBAN SOCIETIES

Van der Plank, P.H. Leyden, the Netherlands

Resistance of language groups against assimilation processes depends to a large extend upon the usefulness of their language as a socio-economic tool. Language is a sign of social identification, recognition and status. Language serves as a criterion for selection in mobility processes,* co-determining mobility possibilities of individuals and linguistically characterized social strata, and sonsolidating the social equilibrium. This function becomes manifest in societies characterized by social mobility, such as in urban-industrial societies.

In our speech we will argument this hypothesis and try to make it more evident by analyzing the linguistic situation

- in South Tyrol, where assimilation does hardly exist, as a result of a sharp division between the mobility spirals of both language groups,
- in the cities and industrial areas of former Upper Silesia and Slovenia, where an overwhelming immigration of rural elements resulted in rapid and complete assimilation, while the rural surroundings remained untouched by a process like that,
- in a lot of Bohemian, Moravian and Slovakian cities, where - on the contrary - the German speaking element dissapeared, while it preserved its position in rural (surrounding) areas.

Literature:

F. Huter (ed.), Südtirol, München 1965
P.H. van der Plank, Taalassimilatie van Europese taalminderheden (Assimilation of European Language Minorities), Rotterdam 1971 (thesis)

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* In this sociological approach the term "social mobility" indicates the process of going up and down the social ladder.

A Comparative Study of the Verbal Responses of Institutionalized and Non-institutionalized Mentally Subnormal Subjects

by: C. Raymond Van Dusen, Sc. D.
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Leslie Callaway, M. Sc.
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An experimental study designed to test the generally supported opinion that mentally subnormal young people living in the parental home progress linguistically at a more rapid pace than do those who are fully institutionalized. Verbal responses in structured interviews were recorded and differences studied for two groups of matched subjects--those attending school at the institution but living at home and those fully institutionalized. S's responded to 17 verbal comments which had been composed in advance. Only these predetermined comments were used by the interviewer in discussions with S's as they appeared singly for interview. Thirty six mentally aubnormal children were tested; ages ranged from C. 12.8 - 21.0; I. Q's., 25-79. Quality, quantity and general responsiveness were observed. Findings tended to support the assumption that living at home has a more favorable influence upon the language responses of the mentally subnormal than does institutionalized living.

To be presented by Dr Van Dusen

THE ROLE OF SHIFTERS AND INDEXICAL EXPRESSIONS IN BILINGUAL SPEECH

Van Overbeke Maurice

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Shifters are understood here as deictics whose meaning cannot be determined without reference to the speakers involved (Jakobson,1957). Since indexical expressions very often contain one or more of these shifters, they also require that the recipient should know about the pragmatic context of their production (Bar Hillel,1969). Previous investigations (Skalmowski & Van Overbeke, 1969, Van Overbeke,1970) have led to the conclusion that bilingual speech is characterized among others by lexical retrenchment tendencies, as may be inferred from the significantly higher rate of foreign words (in both idiomatic stores) on one hand, and the substantially lower word entropy on the other hand. The purpose of this contribution is to verify the following hypotheses within the same scope : *(i) the need of lexical economy incites bilinguals to use more shifters than monolinguals, (ii) the larger the distance between the two items denoting the reference, the stronger the bilingual's inclination to call for shifters, (iii) the lower the coverage of lexical items needed in a given situation, the higher the amount of shifters in bilingual speech.*

It is assumed then, that the following sentences :

(a) He put it there
(b) The judge put the paper on the table
(c) The chimney-sweeper put the soot on the rubbish-dump

require a doubled increase of length and intricacy in the bilingual's word store (so that a <b <c). In other words, our hypotheses suggest that for reasons of economy, bilinguals are generally more likely to prefer a-sentences in both idioms. Moreover, we assume that when bilinguals replace (b) and (c) by (a), the inclination will be stronger for $c \rightarrow a$ than for $b \rightarrow a$, because (1) unlike (c), (b) contains, in the case of an English-French bilingual, lexical items whose resemblance to French equivalents is obvious and (2) unlike (b), (c) contains items of very low coverage. These assumptions were verified by analysing picture descriptions in a group of 50 bilingual students, aged 18-21, speaking French and Dutch at Louvain university. They were compared to those of French-speaking monolinguals. The criterion for measuring lexical coverage of French was the Mackey-Savard list. The X^2-tests proved the differences of hypothesis (i) to be significant at the .01 limit, those of hypothesis (iii) at the .05 limit.

Vasić, S.

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SOME PROBLEMS OF APPLIED LINGUISTICS AND TV INFORMATION

The paper represents partial results of a long term investigation of phonetic, lexical, semantic, morphological, syntaxtic, and psycholinguistic elements of the language of the TV medium of Beograd. The aim of the research is to define the nature and place as well as the significance of the language in TV emissions and to astablish the proper and best relationship between the word and the picture. The research is carried out at the Department for the program study of TV Beograd with a team of experts from the Institute for Experimental Phonetics and Speech Pathology in Beograd.

A sample of the language material was taken from the most popular central information emission of TV news in Serbia. The language of 22 emissions was analyzed during 1969. The phonetic analyses included the reading rate, the duration of basic units of speech sounds, words, sentences and breathing; the articulatory and intonational structure of speech of TV news as well as types of errors The linguistic analyses included the frequency and conceptual vocabulary, working out of a test vocabulary for studying the comprehensibility of the language of the TV news, the affective value of TV emissions as well as the redundancy and enthropy in the language of TV information. Some results of this long term broad investigation will be presented in the following papers which we propose for the congress:

a) Theoretic Approach to Investigations of the Language of TV Information (Kostić*, Knaflič, Vasić); and Basic Phonetic Characteristics of the Language of TV Information (Kostić, Knaflič*, Vasić);

b) Main Characteristics of the Conceptual and Frequency Vocabulary in Emissions of TV News (Vasić*, Knaflič, Zor);

c) Comprehensibility-Communicability of The Conceptual Vocabulary of TV News (Krstić*, Plavšić);

d) Relationship Between the Redundancy and Enthropy in the Language of TV News (Tomić*, Milošević);

e) Affective and Denotative Value in the Vocabulary of TV News (Vasić*).

DEVELOPMENT AND VARIATIONS OF THE MEANING OF ADJECTIVAL OPPOSITES IN CHILDREN'S SPEECH

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The objective of this comparative study was to establish whether or not similarities exist in the development and variations of the meaning of adjectival opposites between the pupils of a Belgrade elementary school and those of a Parisian elementary school. The subjects of the investigation were children, aged six to thirteen (100 subjects from each group), whose native languages were Serbian and French. The investigation material was composed of six adjectival opposites - in Serbian and French versions. The problem of the investigation was to establish language universalities.

The hypotheses set up in the investigation were: a) in the development of the meaning of opposites in general, and specifically of adjectival opposites, there are developmental phases and a joint order for all subjects and both languages; b) the regularities of this development are language universalities, they have the features of universal language laws which relate to the mastering of depth structures in the meaning of opposites in general, and specifically of the meaning of adjectival opposites; c) in the development of the meaning of opposites in general, and of adjectival opposites specifically, regularities of general child development are also apparent, for example, development goes from the general toward the individual, from diffusal to differential.

The hypotheses were proved: regardless of the different languages, the developmental order for mastering the meaning of adjectival opposites was identical for both groups of subjects. The types of answers were also the same for stimuli-words: omission, substitution, distortion, mature answer. The variety of errors was in an inverse relation to the age-level of the subjects, and the variety of meaning was in a correct relation to the age-level - which means that they are functions of age-level.

EDUCATIONAL POLICIES ON LANGUAGES : THE CASE OF THE CHILDREN OF MIGRANT WORKERS IN THE LIGHT OF TWO THEORIES.

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The specific object of this study is to answer two questions : I. Why do most of the host-States not help the migrant workers to transmit their mother-tongue to their children ? II. What are we to think about this situation ?

Although we have not found any existing theory that is entirely adequate to answer these questions, it does seem that two articles (one by R. Schermerhorn : "Towards a General Theory of Minority Groups", in Phylon, 1964, 25, pp. 238-246 and another by J. Fishman : "Bilingualism with and without Diglossia; Diglossia with and without Bilingualism", in Journal of Social Issues, 1967, 23, n° 2, pp. 29-38) when combined, may bring clarity to the appreciation of this special linguistic situation. Schermerhorn's inductive typology proves to be helpful to explain the intergroup contacts in conjunction with language shift. Fishman's distinction between diglossia and bilingualism has helped to explain why the host-States should promote individual bilingualism and societal diglossia for the children of migrant workers.

VILKE MIRJANA, M. A.

THE TRAINING OF LANGUAGE TEACHERS, INCLUDING TEACHERS OF LANGUAGE FOR SPECIAL PURPOSES

The training of language teachers at the University of Zagreb, Faculty of Arts and Letters is conducted on two levels. In the fourth year of study, students have to take a course in the methods of teaching. It consists of a theoretical and a practical part. When they take their university degree and start their teaching career the students have to undergo two preparatory years under the supervision of a tutor and an expert in methods of teaching. The organization of the training on both levels is described in the paper. The major concern of the Faculty course on "methods" is to establish a firm theoretical basis of teaching a foreign language which would enable the future teacher to see the problems and evaluate innovations pouring into the field of teaching, against fixed scientific standards.

The part played by linguistics and psychology in the course on methods is discussed in the paper. A special point is made of training future teachers in the handling of educational technology.

As the demand for language techers of different age groups from pre-school children to adult learners has to be taken into consideration, the students are specially trained to meet the different needs in this respect.

The practical work of the students on objective testing, use of TV and programmed learning is described in the paper. The function of the language laboratory as presented to the future teachers is discussed. The objectives of the language course are the factors decisive in the role of the laboratory.

QUELQUES REMARQUES SUR UN MODÈLE APPLICABLE À LA DESCRIPTION SYNTAXIQUE DU LANGAGE ENFANTIN

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En nous associant aux tendances des linguistes à établir un modèle applicable à la description syntaxique du langage enfantin, nous donnons quelques remarques qui pourraient contribuer à l'établissement d'un tel modèle.

Comme le point de départ nous prenons la conception de Fillmore en essayant de la compléter et de l'adapter à l'analyse des structures syntaxiques du langage enfantin. Nous tâchons de présenter notre approche méthodologique à l'analyse des composantes nominales qui sont en corrélation syntaxique avec le verbe. Notre approche est basé sur une combinaison des facteurs dépendants de la sémantique du verbe, tels que "actif" et "non actif" et des facteurs dépendants de la sémantique du substantif, tels que "animé" et "non animé".

Cet approche est comparé à celui de Fillmore et vérifié dans l'analyse du matériel linguistique de nos sujets (enfants monolingues - serbocroates et enfants bilingues - serbocroates et hongrois). Notre intention porte surtout sur la discussion des problèmes qu'un tel approche nous impose.

Hablamos Español
Dr. Vogel, Gerhard

Norddeutscher Rundfunk
Kursusprogramm
Germany

The Spanish tv-course of the NDR directs its attention to adults, especially tourists who want to gain a beginner's familiarity with Spanish. The program has been made a multi-media project and consists of 39 programs. For each 13 programs there is a manual in which one finds exercises, vocabulary and grammar. The publication of records is planned.
Every 30 minute-program has 3 parts, which likewise are devided into 3 segments. The 3 segments are as follows:

1. The visual situation, used for the introduction of the grammar and new vocabulary.

2. The 'white-scene' for repitition of the grammar and vocabulary just learned.

3. Inserts which repeat the absolutely necessary grammatical explanations (German is used only during these inserts, which makes synchronization unproblematical).

All III. channel television stations in Germany now broadcast the tv-Spanish-course.
The NDR plans to produce a continuation series of 26 programs.

COMMUNICATIVE RULES OF PRONOMINAL ADDRESS IN ARGENTINE SPEECH

Catalina H.Wainerman

Research objectives

A study of: i. the evolution of symmetric (vos-vos, usted-usted) and asymmetric (vos-usted) uses among low, middle, and upper-middle class Buenos Aires urban speakers along the last one-hundred years; ii. the comparison of contemporary rules of low, middle, and upper-middle class urban speakers from two Argentine regions of different socio-cultural level of development; and iii. the association between sociological characteristics of speakers and address uses.

Research methods

Diachronic analysis: data from 991 Buenos Aires dyads collected by content -- analyzing 100 plays from 1850, 1900 and 1950. Synchronic analysis: data collected by a questionnaire applied to two-matched samples of 120 adults each (40 from each of three socio-economic groups) in Buenos Aires and Catamarca. The questionnaire asks about the address forms sent to- and received from thirty kin and non-kin related interlocutors.

Results

i. The diachronic analysis of data from three historical periods -controlled by social class, kin-nonkin relations, equal-different age, sex, and occupational position, plus degree of familiarity between speakers- shows a statistically significant increase of symmetric uses, mainly of the informal type (vos-vos). (This supports Roger Brown's generalization regarding the expansion of the domain of the semantic axis of "solidarity" over the "power" axis. The upper classes have been the leaders of change.
The difference between the communicative rules of Buenos Aires speakers from different social classes was wide one-hundred years ago but not today (reflecting a change from a more to a less stratified social structure.)

ii. The synchronic results support the diachronic's. Symmetric uses are generalized in Buenos Aires but not so much in Catamarca (the less modern region), mainly among kin-related speakers whose communicative address rules are closer to those of 1900 Buenos Aires. The communicative rules of different social classes hardly differ in Buenos Aires, but they do in Catamarca (a more stratified social structure.) Symmetric uses are more frequent among upper-middle class.

iii. The individual variables more strongly associated with address uses are: kin-nonkin relations, familiarity, occupational position and age. The small association of sex in the past have almost disappeared today, much like age differences have.

ERROR ANALYSIS : CANTONESE-ENGLISH

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The paper sets out the methods by which the errors of seven native speakers of Cantonese aged between 9 and 15 were obtained and analysed. On the basis of this procedure, we outline a model by which the development of Error Analysis from Contrastive Linguistics, and the changing relationship between them can be made clear. Drawing on further relevant examples from German, the possibilities and limitations of both are considered, and proposals are made for further research, placing Error Analysis firmly within a wider neurolinguistic framework.

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Abstract of proposed paper on psycholinguistics
3rd International Congress of Applied Linguistics
Copenhagen, Denmark 21st - 26th August 1972

EFFECTS OF LANGUAGE ORGANIZATION ON PERCEPTUAL PROCESSING

The linguist's task in describing the structure of language is closely related to the psycholinguist's task in describing how language is comprehended. It is generally accepted that an adequate grammar of a language must be in agreement with the language user's intuitions about the structure of his language. One technique for choosing among competing models of both language structure and models of language comprehension is to design experiments that make the language-user's comprehension processes visible to the researcher.

Studying the language-user's eye movements while he is reading provides the researcher with a "window into his mind." The perceiver's eye gives the perceiver a window looking out at his environment. But this window is a "two-way glass," since the way the perceiver's eye behaves gives the researcher a way to look at how the perceiver's mind operates. This report will be a discussion of the methodology and results of a program of research conducted over the past five years investigating the nature of the linguistic rules and perceptual strategies that the mature language user has internalized. The major results of the research can be summarized as follows:

1) The perceiver selectively allocated his visual attention to different areas of the text. He did not attend equally to all parts of the message, since manipulations in linguistic structure resulted in variations in measures of visual attention.

2) Differences in the structural predictability of two sentence types significantly affected the amount of attention required. Since these information-processing differences occurred even though the two sentence types were composed of identical phrases combined in two different ways, it must be concluded that information pick-up does not proceed on a word-by-word or even on a phrase-by-phrase basis. Rather, the experimental evidence supports the view that comprehension is based on the perceiver's "gestalt-like" grasp of the internal organization of the whole sentence. Comprehension is not just an additive process.

3) It was found that areas within sentences where less predictable structures occurred required greater amounts of visual attention. Thus, structural predictability is a quality of language organization which affects perceptual processing at different levels of grammatical description.

4) Differences in the immediate constituent analysis of sentences affected forward eye-fixation patterning. When the immediate constituent analysis was held constant, but the structural predictability of items in that framework was varied, then the perceiver's regressive eye-fixation patterning was affected.

5) Content word cues to certain grammatical relations in the sentence affected eye fixation patterning differently from function word cues to the same grammatical relations. The main verb in the sentence was found to be an important determiner of the reader's allocation of attention.

In conclusion, these psycholinguistic experiments indicate that a model of language comprehension would entail a reconstructive language process, with an active interplay between information in the perceiver and information in the message. It is further indicated that an adequate model would incorporate realizationally-based, rather than transformationally-based, perceptual plans, and that rules about probabilities of cooccurrence would underlie the operation of the model.

A PROPOSAL FOR REDEFINING LINGUISTIC STRESS

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No theory of stress that has been propounded up to now simultaneously satisfies extra-linguistic observations, observations at various levels of linguistic analysis, and the intuition of native speakers. There is little disagreement as to the nature of pitch, but a great deal as to the nature of stress. Yet is stress any less real? The most widely held view is that it is a matter of loudness or breath force. This can be seen to be inadequate as soon as one steps outside a rather narrow area of phonetic research, however valuable it may be within that area. One approach is to treat linguistic stress and phonetic stress as somewhat separate entities in a way that is not usually found necessary for pitch. It is tempting in the circumstances to dismiss the concept of linguistic stress altogether, but thus we would lose a potentially very valuable tool. An alternative would be to redefine stress, as an entity in langue, langage and parole, as follows:

> Stress is a detailed complex of factors of perceived sound changing through time in a way that is recognised by native speakers as consistent with an initial focus of attention in a more general sound pattern.

Such a definition is of course too complicated for many practical purposes, but if necessary it can be simplified into a notion such as the following: ''the stressed parts of an utterance are those where you begin whatever pitch patterns you're going to use and where you devote special attention to matters such as relative loudness, relative length, vowel quality and so on.'' One consequence of this theory is that ''pitch accent'' is no longer seen as different in kind from ''stress accent''. Instead, the first turns out to be an accent in which the variations of pitch pattern are necessarily restricted to a narrow range of choice, whereas the second is an accent whose total sound pattern, including the pitch variations which usually in fact occur, has a much freer range. The first could be called ''narrow-choice accent'' and the second ''wide-choice accent''. Moreover, there is no reason why the second should not be superimposed on the first, since in that case the wide choice is in the phrase or sentence patterns and is observable as a modification of the narrow choice of the accent based on smaller units. Such a theory enables us to use the term ''stress'' for both ''sentence stress'' and ''lexical stress'' without involving us in the ultimately embarrassing claim that stress is necessarily correlated with loudness, force or effort.

PROPOSALS CONCERNING THE TEACHING OF THE ENGLISH PROGRESSIVE ASPECT

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1. In the German-speaking cantons of Switzerland, English is now widely used as the teaching medium in English lessons. When difficulties arise, however, teachers are expected to revert to Standard German. In most cases this is a second language for both teacher and pupils alike. Their knowledge of Standard German is based on prescriptive norms, which block useful comparisons between the Swiss German dialect or the German "Umgangssprache" and English. The explanation of the English progressive aspect is one area where such comparisons can prove extremely useful. The aim of the present paper will be to show how a deeper understanding of the semantic structure of English, the Standard German "Umgangssprache" and Swiss German dialects (in our case Zurich German) can help to remodel the usual strategies employed in teaching the English progressive aspect.

2. At the University of Zurich we have been carrying out a contrastive study of English, German and Zurich German within a generative semantic framework. The model which we propose differs from most work in the field of generative semantics in that it does attempt to develop a generative semantico-syntactic base component. We intend to show how the progressive aspect can be accounted for within the scope of this model, and to highlight certain points that we feel can be made use of in a reformulation of the teaching of aspect in English. The model employs certain elements of formal logic in the formulation of 'ordering rules' which operate on semantic units along strictly hierarchical lines. The resulting semantic representations provide the input to a transformational component. They also provide useful insights concerning other areas of difficulty in the teaching of English, such as the use of prepositions, the article system, the tense system, the function of deictic categories, etc.. Since the model is based on contrastive data, it can just as easily be used in the teaching of German at English schools. However, in the context of teaching foreign languages in Switzerland, one important use is in providing insights into the teacher's own mother tongue- a Swiss German dialect.

3. In accordance with the information which our model can provide, certain adjustments in the teaching strategy concerning the aspectual system of English will be suggested. Furthermore, other facts come to light concerning, for example, the prepositional system of English, Standard German and Zurich German which might also lead to more rational teaching strategies in this field. The present method in teaching prepositions following certain verbs and idiomatic expressions is certainly in drastic need of revision.

"JOIN IN": VIDEO TAPES IN LANGUAGE EDUCATION

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With the recent development of cassette video systems and the adoption of standardizations, the use of video as a language teaching adjunct is upon us. The expense of video makes it necessary to determine how the medium can be best utilized, and whether even then it will be worth the enormous outlay. Certain principles of program design are immediately apparent: avoid programming what the teacher can do himself; avoid programming that can be done equally well with another, cheaper medium.

Within these limitations, video can function as an efficient means of having the language learner participate in second language situations that have far greater "reality" than anything that the teacher can otherwise provide. Several principles are discussed concerning ways to enhance and maintain viewer participation.

If appropriate facilities are available at the podium (i.e., a television monitor or monitors that the audience can see), the above presentation can be illustrated with segments of a completed pilot lesson. Arrangements will be made to have the complete tape exhibited, probably at the Sony exhibit.

LANGUAGE LEARNING DETERMINACY

Randal L. Whitman, Department of English as a Second Language,
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Data from testing approximately 3500 Japanese Junior and Senior High School students suggests that in Japan English education is unexpectedly determinate with respect to syntactic content. One can predict, for a group of Japanese students, not only their general score on a test of English syntax, but also on which items that group will score best, etc. The relevant variable for making these predictions is simply the point along the Ministry of Education's English syllabus on which the group finds itself at the time of testing. Other variables, such as student background, differences in teacher methods and materials, school differences, etc. play a very minor role in group performance.

The conclusion is that syntactic knowledge of English, at least in Japan, is simply a matter of what the student is exposed to, and is relatively independent of the circumstances surrounding the exposure.

AN INVENTORY OF CHILEAN SPANISH LEXICAL ITEMS AND A RESEARCH ON SPEED OF SPEECH AND ITS RELATION TO VOCABULARY DIVERSITY

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A count on a stratified sample reveals significant differences in the active vocabulary of adults and adolescents, in native users of both standard and substandard Chilean Spanish, in spoken and in written registers. The fact that the function that results from lexical output and vocabulary diversity soon deviates to a nearly horizontal position allows us to infer that lexical performance -- even among users of standard varieties of the language -- is restricted and that our sample was sufficiently large to draw valid conclusions. A research on speed of speech production in several varieties of standard Chilean Spanish complements our vocabulary count and allows us to offer information and suggestions on the preparation of texts for teaching and on communications, in general.

GRAMMATICAL, SITUATIONAL AND NOTIONAL SYLLABUSES

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In language teaching the content of learning has almost always been selected and defined according to grammatical criteria regardless of whether traditional or modern methods have been employed. That is to say, we have adopted a grammatical syllabus. In recent years, instead of thinking in terms of how a particular language is organised, we have been encouraged to consider where or in what circumstances the learner will need to use the target language. Thereby we arrive at a situational syllabus. Neither approach is successful in preparing a learner to express all that he may want to communicate. Instead of how? and where? we need to ask the question what? What notions may the learner need to express? The answers to this question will lead to the creation of a semantic or notional syllabus. One consequence of this approach is that it becomes possible to express syllabuses for the learning of different languages in partly universal and therefore easily comparable terms. Such an approach is suggested for the teaching of languages in adult education in Europe, where it is hoped to introduce an international system of language qualifications. An outline is given of the major features of such a syllabus.

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The Stanford Machine Translation Project

The paper describes a system of semantic analysis and generation, programmed in LISP 1.5 and designed to pass from paragraph length input in English to French via an interlingual representation. The specification of the translation system itself is complete, and its main points of interest that distinguish it from other systems are:

i) It translates phrase by phrase-----with facilities for reordering phrases and establishing essential semantic connectivities between them----by mapping complex semantic structures of "message" onto each phrase. These constitute the interlingual representation to be translated. This matching is done without the explicit use of a conventional syntax analysis, by taking as the appropriate matched structure the "most dense" of the alternative structures derived.

ii) The French output strings are generated without the explicit use of a generative grammar. That is done by means of STEREOTYPES: strings of French words, and functions evaluating to French words, which are attached to English word senses in the dictionary and built into the interlingual representation by the analysis routines. The generation program thus receives an interlingual representation that already contains both French output and implicit procedures for assembling the output, since the stereotypes are in effect recursive procedures specifying the content and production of the output word strings. Thus the generation program at no time consults a word dictionary or inventory of grammar rules.

It is claimed that the system of notation and translation described is a convenient one for expressing and handling the items of semantic information that are ESSENTIAL to any effective MT system, I discuss in some detail the semantic information needed to ensure the correct choice of output prepositions in French; a vital matter inadequately treated by virtually all previous formalisms and projects.

BILINGUALISM BEFORE SIX

Williams Jac L

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Progress in language learning continues to be disappointing in spite of new developments in teaching aids and methods. Teachers and learners feel frustrated in the face of slow progress, except where motivation is high. Motivation cannot be high in language-teaching situations in general. The average adult almost everywhere can live a satisfactory life without having to acquire another language. Language learning demands a strongly motivated sustained effort from the learner. The learner's contribution to the process may be greater than that of the teacher.

The young child placed in a situation where he feels a need for two languages(or more) learns the required languages with no apparent handicap to his general educational progress and with comparatively little effort. The ideal situation for the promotion of early bilingualism may be a home situation where two languages are needed in order to communicate with persons whom the child loves, persons in whose presence he feels secure and whom he wishes to please. Reference will be made to the manner in which the reader's own children were brought to be bilingual from the earliest stages of language learning by having a mother tongue (English) and a father tongue (Welsh) consistently presented to them. Such motivation to learn two languages is rarely presented to the young child. It is natural for a home to be unilingual. The bilingual home situation rarely exists except where it is consciously produced by parents in the interest of their children.

The second best method of promoting bilingualism in early childhood is to send the child to a kindergarten where the language is not the language of the home. In Wales this method of presenting the second language (English/Welsh) to children appears to have produced more natural bilingualism than any other method of promoting bilingualism .

There is a danger of the mother tongue being underdeveloped in such a situation unless the child comes from a home where the linguistic experience provided is comparatively high. It is therefore suggested that part of the school language experience, less than 50%, should be in the second language if progress towards equal command of two languages is to be made. Reference is made to a British Schools Council Project on Early Bilingualism in Wales.

Evidence from psychologists, sociologists, physiologists and linguists is quoted in favour of this method of promoting the development of coordinate bilingualism. Analysis of child language and experiments in the early presentation of second language in Wales indicate what activities are most productive for language learning purposes and the nature of the vocabulary and structures that should be presented. The child "generates" two languages from what is presented to him at this young age. It is suggested that the age of 7-8 adopted for primary school second-language learning is too high. The aim should be " two vernaculars by the age of 6."

Wolfgang Wölck
(State University of New York at Buffalo)

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" Interference or Fusion ? A new look at the bilingual's grammar."

(20 minutes)

Abstract:

The process of interference was first defined in situations of bilingualism (Weinreich: Languages in Contact, 1953). Since then, this concept has been most widely used in interpreting mistakes made by second language learners. A whole subdiscipline, contrastive analysis, grew around this concept which helped to explain the tendency of monolinguals to adjust another language to their own, generally preserving the latter's monolingual charcteristics while more or less approaching the target, another monolingual norm.
The conditions of balanced bilingualism ("ambilingualism") are, however, quite different. Speakers who practically grow up using two linguistic varieties interchangeably in a community where the same is true of all members differ from the "interference" case described above in two main respects. First, they have little or no contact with monolingual speakers of at least one and sometimes both of the linguistic varieties in question. Second, they will already acquire or soon develop a communicative competence in both varieties which is characterized by an optimal degree of approximation between the two systems, leveling structural differences whenever possible. This process, here called grammatical fusion, has often led to the development of recognized bilingual varieties of languages which are consistently different from their monolingual correspondents. Evidence for this process will be adduced from bilingual situations in South America (Quechua-Spanish) and the U.S. (English-German, English-Spanish). Inference will be drawn on the process of creolization.

(Submitted for presentation at the Third International
Congress of Applied Linguistics, Copenhagen, Aug. 1972)

THE SOCIOLINGUISTIC SURVEY OF BILINGUALISM IN BUFFALO (SSBB)

The City of Buffalo, New York, is ethnically and linguistically one of the most diversified in this country. Among the originally non-English speaking groups, the Polish, Italian and German Americans make up the largest contingents, although Afro-Americans outnumber the largest single group, the Poles. Among the more recent arrivals in the City, Puerto Ricans are the leading and fastest growing community. Most of the members of these communities actively use, or are at least in daily contact with, more than one language. Their use of language(s) is a fundamental part of their social behavior, often more constant than other parts, and it is certainly one way of identifying themselves and each other in daily social interaction. Hardly anyone, however, uses his two or more languages equivalently or regards them or their speakers with complete equivalence.

To discover the social determinants of the differential use of language and to find both the social and linguistic factors that condition the varying attitudes towards these languages and their speakers, a small core of students and faculty at the State University of New York at Buffalo last spring began the first Sociolinguistic Survey of Bilingualism in their City.

While research is still concentrated on individual ethnic communities in the city, the methodology employed in all cases is similar enough to achieve the additional goal of the project, an ultimate inter-ethnic and inter-linguistic comparison of all communities.--The geographic location of Buffalo made it possible to add an investigation of a nearby community with a sizeable French speaking population (Welland, Ontario) in officially bilingual Canada.--

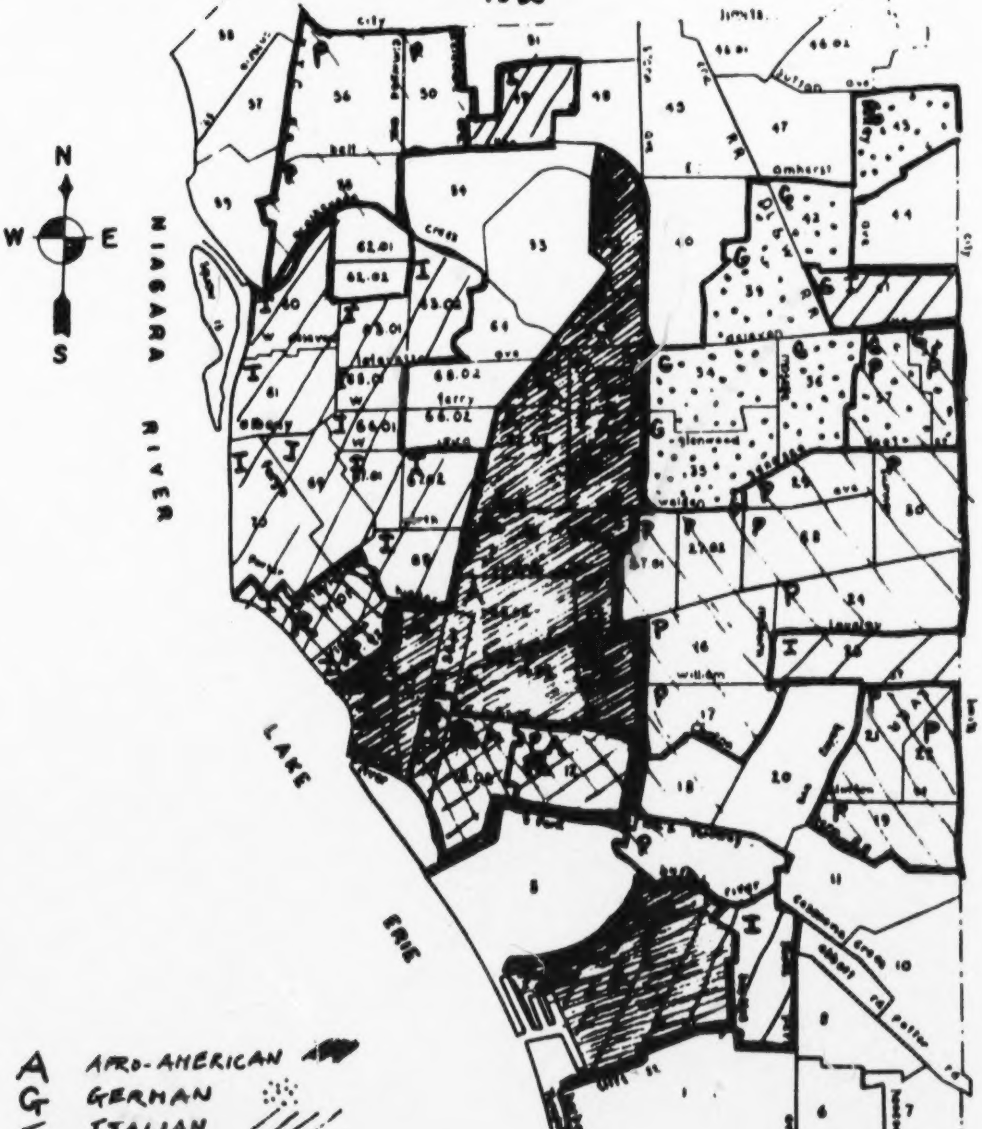
The first step in every ethnic component is the preparation of a detailed "community profile", with the purpose of accumulating information on all the social factors that are potential correlates of language usage, to be found in, e.g., the demographic, occupational, educational, political and religious organization and structure of the community. This information is indispensable for the preparation of a useful language background questionnaire and yields, more than any available statistical data, detailed and specific information about the membership composition of a community, which is necessary for the selection of a representative sample of respondents to interviews. The fact that nearly all the associates in this project are themselves members of the communities which they research is an invaluable asset to the project.

The main goal of the second phase of research is the recognition and analysis of attitudes towards the different language varieties and their users. In order to establish an effective instrument for measuring respondents' evaluations, a set of evaluative terms must be found that is truly and consistently meaningful to them. Most of the active components are presently at this stage in their investigations.

The project has greatly benefitted from the cooperation of a number of students and Fellows of the 40th Linguistic Institute of the Linguistic Society of America held in Buffalo last summer. Project reports or related studies completed at this date include: Community Profiles for the Black and Ukranian communities of Buffalo and for the Canadian French community of Welland, Ontario; a study of the raising of /æ/ in Buffalo English; an analysis of factors intervening in the acquisition of English by Puerto Ricans; a set of detailed maps for each of the communities, showing their location and density by census tracts, which have served as the basis for the general map overleaf. The profiles of the Puerto Rican and Polish communities are in their final draft.

For further information, please write to:- Wolfgang Wölck, Department of Linguistics, State University of New York, Buffalo, N.Y. 14214 (Jan. 1972)

SOCIOLINGUISTIC MAP OF BUFFALO (BY CENSUS TRACTS) 1960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DIE ALLGEMEINE TERMINOLOGIELEHRE - EIN GRENZGEBIET ZWISCHEN SPRACHWISSENSCHAFT, LOGIK, ONTOLOGIE, INFORMATIK UND DEN SACHWISSENSCHAFTEN

Wüster, E. Universität Wien, Österreich, Institut für Sprachwissenschaft.

Das Wort "Terminologie" hat zwei verschiedene Bedeutungen. Erstens bedeutet es soviel wie "Benennungs- und Begriffssystem" eines einzelnen Fachgebietes (= fachsprachlicher Wortschatz). Zweitens bezeichnet es auch die Lehre von einem fachlichen Wortschatz (= fachsprachliche Lexikologie); in dieser zweiten Bedeutung beginnt sich der eindeutige Ausdruck "Terminologielehre" einzubürgern.

Das 20. Jahrhundert hat den Wissenschaften, der Technik und der Wirtschaft ungeahnten Aufschwung gebracht. Damit haben auch die Fachsprachen gegenüber der Gemeinsprache, bislang dem einzigen anerkannten Gegenstand der "Sprachwissenschaft", gewaltig an Bedeutung gewonnen. Diese stürmische Entwicklung hatte eine bedrohliche Folge: eine immer stärkere Zersplitterung der Terminologien. Vor rund 50 Jahren hat man daher zu Maßnahmen greifen müssen, die bei der Gemeinsprache aussichtslos wären: Man hat begonnen, die Terminologien national und international zu "normen", d. h. ihre Entwicklung durch Vereinbarungen zu lenken und die Terminologiesysteme planmäßig durchzuarbeiten und zu vereinheitlichen. Die Zahl der in den einzelnen Ländern genormten Terminologien beläuft sich heute auf 8000 Veröffentlichungen.

Trotzdem gab es bis vor einigen Jahrzehnten noch immer keine wissenschaftlichen Richtlinien für die Terminologiearbeit, nicht einmal andeutungsweise. Es fehlte an einem für die Terminologiearbeit brauchbaren Gegenstück zur Wissenschaft von der Gemeinsprache. So klaffte zwischen der Sprachwissenschaft und den Sachwissenschaften ein Niemandsland . Heute sind Forscher an vielen Stellen der Welt daran, diese Lücke zu schließen. Eine "allgemeine Terminologielehre", eine terminologische Grundsatzlehre, ist im Entstehen.

Allerlei Grundfragen müssen dabei geklärt werden: Was kann die allgemeine Terminologielehre von der bisherigen Sprachwissenschaft übernehmen? Worin weichen ihre Bedürfnisse und Gesetzmäßigkeiten von den in der Sprachwissenschaft erforschten ab? Was muß sie von Logik und Ontologie übernehmen, oft im Gegensatz zur Wissenschaft von der Gemeinsprache? Inwiefern kann sie ihrerseits einer anderen neuen Kommunikationswissenschaft, der Informatik, entscheidende Hilfe bieten? Und schließlich: Auf welche Art können und müssen die Vertreter der Sachwissenschaften und die Terminologen einander bei der Terminologiearbeit die Hände reichen?

Die allgemeine Terminologielehre ist nicht etwa die Summe der speziellen Terminologielehren einzelner Fachgebiete und Sprachen. Vielmehr faßt sie das, was diesen gemeinsam ist, auf höherer Abstraktionsebene zusammen.

Nominalized Clauses in English and Contrastive Analysis

Given a pair of sentences in languages A and B, each sentence the translation equivalent of the other and each explained in terms of underlying source strings, one would expect the underlying strings to pair off as translation equivalents.

In the case of nominalized clauses, however, a grammar of English may assign an underlying source string substantially different in meaning from that of a corresponding source string assigned by a grammar of another language, say Spanish.

If translation equivalency of underlying source strings is a requirement for specifying the grammar of nominalized clauses in English and Spanish, the resulting English grammar differs in a marked way from at least some English grammars based solely on monolingual considerations. A sketch of a contrastive transformational grammar of nominalized clauses in English and Spanish is utilized to outline some of the features an English grammar might assume.

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THE MEXICO CITY EXPERIMENT IN INDIVIDUALIZED LANGUAGE LEARNING

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México D. F., México

To escape the deadening monotony (for students and teachers alike) of audio-lingual methodology, and to give students more opportunity for free and creative use of the language they are studying, the Mexico City Binational Center began an experiment more than a year ago with a version of individualized language instruction in its English classes. With fifty full-time teachers and more than seven thousand highly motivated students, complete freedom from any control by higher authority, and the encouragement and guidance of American linguist Richard Barrutia, all necessary elements were present. From a beginning of sixty students, the experiment has grown in controlled stages until it now applies to more than five thousand students. At the cost of much extra effort on the part of teachers and administrators, and the traumatic demise of many honored and time-hallowed traditions and procedures, the gains to date include:

For the teachers, a new and stimulating challenge, and the satisfaction that comes with the conviction that they are teaching more effectively.

For the students, the opportunity to participate in planning classroom activities, greatly increased vocabulary and fluency, a desire to use the language creatively, and a feeling of confidence in their ability to do so.

For the administration, a general increase in student and faculty morale, as well as in the prestige of the organization.

A handbook in tentative from has been prepared to assist teachers in expanding and improving the experiment. It will be revised constantly as we learn. In the meantime, we look forward to the beginning of next year when all of our courses will incorporate these innovations, and all of our students will benefit from more effective and more enjoyable language learning.

GRUNDFRAGEN DER KONFRONTATIVEN (KONTRASTIVEN) SPRACHWISSENSCHAFT

Zabrocki, Ludwik. Center for Applied Linguistics, Washington, D.C.

Kontrastive Studien entwickelten sich vorwiegend in den 60-ziger Jahren in Amerika. Diese Studien dienten praktischen Zwecken. Bei der Aufbereitung des sprachlichen Unterrichtsmaterials sollte man nämlich speziell auf die unterschiedlichen Elemente der Zielsprache in Bezug auf die Muttersprache achtgeben. Dabei versprach man sich die Vorhersage von Fehlern, die in diesem Bereich vorkommen müssten. Viele von den erwähnten Arbeiten berücksichtigen in vollerem Umfange auch die Übereinstimmungen, die in den verglichenen Sprachen aufkommen. Die konkreten kontrastiven Studien tragen vorwiegend den Charakter von "one-way" Vergleichen. Nur wenige vergleichen mehr als zwei Sprachen. Einige Forscher begrenzen die Aufgabe der kontrastiven Studien zur Erklärung von Fehlern, die aufgrund des externen sprachlichen Interferenzprozesses vorkommen können. Als nichtgenetisch vergleichende Studien müssen die kontrastiven Studien von typologischen Studien abgegrenzt werden. Weiter muss eine Abgrenzung der kontrastiven Studien von vergleichenden Studien vorgenommen werden, die das Ziel verfolgen den konfrontativen Status der einzelnen Sprachen zu bestimmen. Wie bekannt, haben wir eine Unzahl von isolierten Einzelbeschreibungen von isolierten Sprachen. Wir haben aber fast gar keine exhaustiven vergleichenden Beschreibungen von Sprachen. Für solche Art von Beschreibungen hatten sowohl die Junggrammatiker wie auch der klassische Strukturalismus wenig Verständnis. Das gleiche kann man auch von den Schulen der Transformationsgrammatiker sagen. Wie bis jetzt befassten sich mit der Beschreibung von Sprachen vom vergleichenden Standpunkt aus gesehen nur die Vertreter der typologischen Sprachwissenschaft. In den vergangenen 150 Jahren waren es nicht viele. Der konfrontative Status der einzelnen Sprachen unterscheidet sich vom typologischen Status. Der konfrontative Status umfasst alle, vom typologischen Standpunkt aus gesehen, redundanten Merkmale der Sprache. Es wird eine konfrontative Matrix aufgebaut. Die auf der Ebene der isolierten Betrachtungsweise der Sprache gewonnenen Merkmale können in gewissem Umfange erweitert werden (z.b. die konventionellen Syntagmen). Der konfrontative Status kann bilateral und multilateral aufgebaut werden. Eine exhaustivlaterale Beschreibung wird angestrebt. Es fehlte bis zuletzt an einer exakten Theorie der konfrontativen Sprachwissenschaft. So kam es dann in der Praxis, speziell in den letzten Zeiten, dazu, dass man keine exakte Grenzen zwischen den kontrastiven Studien, wie sie vom praktischen Zielen determiniert werden, und konfrontativen Studien anderer Art setzte. Manche gingen soweit, dass sie sämtliche komparatistische Studien als kontrastive Studien bezeichneten. Manche (z.b. Nickel) wollten innerhalb der allgemeinen kontrastiven Studien die angewandten kontrastiven Studien heraussondern. Das alles führte zu einer terminologischen wie auch sachlichen Verwirrung. In Wirklichkeit bildet sich heute eine allgemeine konfrontative Sprachwissenschaft heraus, die auf einer ihr eigenen Theorie aufgebaut ist. Sie bildet u.a. eine allgemeine Grundlage für typologische Studien, für die Festsetzung des konfrontativen Status der einzelnen Sprachen sowie für die kontrastiven Studien (vorwiegend bilaterale und "one-way" Studien). Was selbst im Bereich der traditionellen kontrastiven Studien exakt zur angewandten Sprachwissenschaft gehört, kann nur von praktischen Zielen determiniert werden (Aufbereitung des sprachlichen Unterrichtsmaterials). Alles andere gehört zur allgemeinen Sprachwissenschaft. Man ist manchmal gezwungen für praktische Ziele vorerst Sprachen auf einer allgemeinen Basis zu vergleichen. Dieser Teil von Studien gehört aber nicht zur angewandten Sprachwissenschaft.

COMMUNICATIVE URGENCY: DEVELOPING RESPONSIBILITY IN THE SECOND LANGUAGE READER

Zuck, Joyce Gilmour

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By carefully delimiting the language learner's responsibility in a classroom communication situation, the language teacher frees the learner to use his natural desire to communicate, to both send and receive messages. Artificially created, this desire to communicate is called "communicative urgency" and is the result of a feeling of responsibility and an adequate preparation for the task. Responsibility, as it is defined, has at least these three components: 1) a well-defined goal; 2) a feeling of participation; and 3) a means for judging success. Preparation, as it applies to reading, has these four components: 1) a general knowledge of the content of the message; 2) linguistic information; 3) a memory system; and 4) confidence. "Communicative urgency" applied to foreign language reading forces the reader to pose questions to which he will seek responses in his reading. A responsible reader finds that appropriate questions: a) give direction and urgency to his reading; b) free him from communicative noise (uninformative messages); and c) tell him when he has understood the reading.

THE IMPRECISION OF READING COMPREHENSION

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A distinction is made between Linguistic Competence and Communicative Competence and the divergent roles each play in the development of understanding and understandable users of a foreign language. The so-called "linguistically-based" programs for foreign language teaching have used linguistic analyses to specify precise learning goals and precise sequences of learning tasks. Most materials for the first stages of language learning have in common language material and learning tasks so tightly-controlled that variation is considered an error. Comprehension of written material or spoken material depends to a large extent on the previous experiences and personal expectations a listener or reader brings to the task. As these experiences and expectations vary widely from one reader to another, it is important to devise exercises which recognize degrees of understanding. An overemphasis on accuracy and precision in early foreign language learning impedes the development of good comprehension techniques. Some classroom techniques encourage the learner to develop useful comprehension skills.

THE ROLE OF EXPECTATION IN FOREIGN LANGUAGE TEACHER EDUCATION

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A unique methodology sequence which culminates the Master of Arts in Teaching English as a Foreign Language program at the University of Michigan is organized around the fundamental belief that the development of a new teacher is controlled by two sets of sometimes interdependent expectations. Some expectations are the result of personal assumptions or prejudices about language, language learning, and language learners; these are brought to the teaching situation. Other expectations are partly the result of the structure of the initial teaching situation; such expectations as the self concept of the new teacher, the goals of the learners and the definition of success are influenced by the amount and kind of control in the first teaching situation. In dealing with these expectations, a teacher education program has a triple obligation: 1) to make explicit statements of these assumptions and expectations; 2) to translate these statements into hypotheses which are empirically testable in the classroom; and 3) to provide an opportunity for the testing of these beliefs and a measure for the acceptance, adaptation or rejection of these beliefs. A new teacher has the opportunity to increase his accountability and to refine his own personal teaching style when both his freedom and his involvement are maximized. The goal of this methods sequence is to help the learning teacher create a sound, independent,questioning approach to problem solving. After the graduate program has concluded, it is the methods of the methods course even more than the content of the methods course which influence future teachers.

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